DOCUMENT RESUME

ED 140 537 EC 100 876

TITLE	Vocationally Oriented School Planning for the Handicapped. Kindergarten through Grade Twelve.
INSTITUTION	Windham Southeast Supervisory Union, Brattleboro, Vt.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	76
NOTE	223p.
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Education; Class Activities; Elementary Secondary Education; *Handicapped Children; Multiply Handicapped; *Program Planning; Severely Handicapped; *Vocational Education

ABSTRACT

Intended for regular school personnel, the guide presents information on vocationally oriented school planning for handicapped students. The document is divided into sections on the following topics: analysis and implementation suggestions for Public Law 94-142; career education suggestions (including examples of field trips, resource persons, and role playing activities); programing for the student with severe multiple handicaps (including information on motor activities, arts and crafts, and music); and program planning for the student with special needs (separate sections for grades kindergarten - 6, junior high school, and senior high school and/or vocational technical school). A final section on resources lists tips for teachers, films on handicaps, and the names of 16 handicapped adults gainfully employed in Vermont and willing to help schools. (CL)

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VOCATIONALLY ORIENTED SCHOOL PLANNING FOR THE HANDICAPPED

KINDERGARTEN THROUGH GRADE TWELVE

A series of "systems" designed to assist all regular school personnel in planning for the after school years consisting of work for some, post-secondary training for others, and sustaining life interests - identified, stimulated and developed in school - for the few whose handicaps limit or prevent work and/or meaningful community participation.

DEVELOPED UNDER A FEDERAL GRANT
of
TITLE III of the ELEMENTARY AND SECONDARY EDUCATION ACT
in conjunction with
THE WINDHAM SOUTHEAST SUPERVISORY UNION
Brattleboro, Vermont 05301
FY '75

TESTED UNDER A FEDERAL GRANT
of
TITLE III of the ELEMENTARY AND SECONDARY EDUCATION ACT
in conjunction with the above supervisory union
but applied in whole or in part to a total of
six school districts
FY '76

Revision of one section on Student Skills/Job Requirements under a Federal Vocational Technical Grant in conjunction with the City of Rutland Public Schools and two researchers on the faculty of the University of Vermont.

FY '76 (February-May)

EC100876

THE HANDICAPPED WANT TO "MAKE A DENT"

Alvin Toffler, in his book, Learning for Tomorrow, has this to say about learning:

> *"The motive to learn is no longer the fear of a teacher's power to grade or the displeasure of the parent, but the desire to do something useful, productive and respected - to change the community, to make a dent, if even a small one, on reality."*

Appreciating that handicapped students aspire to "make a dent" quite like their peers, and knowing that school personnel, neither trained nor experienced in meeting their special needs, must have help to make this possible, the following very busy people were highly motivated to spend hours and days in 1974-75 developing this material in the hope that both students with special needs and school personnel eager to plan wisely might benefit. The only hope is that because of this effort, modified planning will allow students with handicaps to participate in all possible ways, and utilize the wonderful array of resources in today's schools - both that they may, indeed, "make a dent" in their world now and in the future as well.

	Area of Experience	Name	Location
	ADAPTIVE PHYSICAL EDUCATION	SUSAN DE CAROLIS	BOMOSEEN
	VOCATIONAL-TECHNICAL EDUCATION	EDWARD PERKINS	BRATTLEBORO
	DIVERSIFIED OCCUPATIONS - SPECIAL EDUCATION	CHRISTINE MORGAN	ESSEX JCT.
	CAREER EDUCATION - STATE DEPT. ED.	WALTER FAULKNER	MONTPELIER
	CAREER EDUCATION - STATE DEPT. ED.	BARBARA GUTHEIL	MONTPELIER
	GOV.'S COMM. ON EMPLOYMENT OF THE HANDICAPPED	EDWIN SCHNEIDER	BURLINGTON
	EMPLOYMENT SECURITY - STATE	THEODORE HEBERT	MONTPELIER
	WORK WITH DEAF - BLIND-DEAF - HARD OF HEARING	JOAN SONNEBORN	RUTLAND
	SPECIAL SERVICES - STATE LIBRARY	DOROTHY ALLEN	MONTPELIER
	MENTAL HEALTH - SCHOOL CONSULTANT PSYCHOLOGIST	DAVID RITTER	RUTLAND
	ORTHOPEDICS - STATE HEALTH DEPT.	DR. MAUREEN MOLLOY	BURLINGTON
	PHYSICAL THERAPY	LELAND BENGER	RUTLAND
	STATE RECREATION	GEORGE PLUMB	MONTPELIER
	REHABILITATION NURSING	ELIZABETH MEIKLE	BURLINGTON
	REHABILITATION MEDICINE	DR. DOROTHY FORD	BURLINGTON
SCHOOLS	VOCATIONAL-TECHNICAL SCHOOL	ARTHUR WILLIAMS	RUTLAND
SCHOOLS	CURRICULUM WORKSHOP FOR ELEMENTARY GRADES: SPECIAL EDUCATION	JEANNE MC WATERS	BENNINGTON
SCHOOLS	CONSULTING TEACHER	CARL MAZZARIELLO	MANCHESTER
SCHOOLS	ELEMENTARY PRINCIPAL	LORETTA BERGEN	PERKINSVILLE
SCHOOLS	ELEMENTARY GUIDANCE COUNSELOR	VICKI HORNUS	SPRINGFIELD
SCHOOLS	SCHOOL NURSE CONSULTANT - STATE	CAROLYN HARRIS	BURLINGTON
SCHOOLS	SPECIAL ED. CONSULTANT - MENTALLY RETARDED	WILLIAM HALLORAN	MONTPELIER
	SPECIAL ED. CONSULTANT - VISUALLY HANDICAPPED	JANICE JOHNSON	WILDER
	TEACHER BLIND MULTIPLY HANDICAPPED	SHIRLEY BOOTH	RUTLAND
	VOCATIONAL REHABILITATION - STATE	BARBARA GRFENWOOD	SPRINGFIELD
	VOCATIONAL REHABILITATION - STATE	FRED HERBERT	SPRINGFIELD
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- Edward Perkins - Vocational Principal
- Everett Dimick - Vocational Guidance Coordinator
- John Goss - Director of Guidance

STATE DEPARTMENT OF EDUCATION
- Jean Garvin, Director, Division of Special Education and Pupil Personnel Services

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ACKNOWLEDGEMENTS

FOR THE TOTAL PROJECT 1974-76

Robert A. Withey, Commissioner of Education, State of Vermont
Office of Federal Programs, State Department of Education
- Leon Bruno, Director
- Patricia Townsend, Federal Programs Education Coordinator
- Ronald Rubin, Project Consultant
- Karen Melzer, Evaluation Specialist

Windham Southeast Supervisory Union
- James J. Cusick, Superintendent
- Fred L. Kenney, Business Manager (1974-75)
- Ronald F. Rindelhardt, Business Administrator (1975-76)
- Mary Wright, Accountant

Planning Committee (listed on previous page)
Committee which developed the "Systems" (listed on previous page)
Secretary - Judith Muller, Rutland

FOR THE TEST APPLICATION OF THE PROJECT SYSTEMS

Rutland City Public Schools
- Board of School Commissioners
- Thomas Chesley, Superintendent
- Central Planning Committee
  - William Evans, Chairperson, Director of Pupil Personnel
  - Hazel Looker, Director of Elementary Education
  - Louis Salebra, Director of the Rutland Area Vocational-Technical Center
  - Dominic Paul, Principal, Junior High School
  - Robert Smolinski, Director of High School Guidance
  - David Ritter, Rutland Mental Health Services
  - Raymond Sparks, Volunteer Chairman of the Bucket Brigade

Windsor Southeast
- Perkinsville School, Loretta Bergen, Principal (Weathersfield Public Schools)

Windsor Southwest
- William Lincoln, Assistant Superintendent
- Dale Porter, Pupil Personnel Specialist
- Casey Murrow, Career Education, Wilmington

Windham Southeast
- Edward Perkins, Director, Brattleboro Vocational-Technical Center
- Gene Whitney, Diversified Occupations Teacher, Brattleboro

Windham Northeast
- Hinda Birch, Career Education Director, Bellows Falls

Springfield
- All Schools - Coordinated by Vicki Hornus

Southwest Vermont
- Ira Manross, Fisher Elementary

Staff: Director - Emily Sheldon) For Test Application, Vocational-Technical Grant and "Access
Coordinator - David Wolk) Rutland".

Others:
- Students with Special Needs and Parents
- Employers of Persons with Handicaps
- Employed Persons with Handicaps
- Employees of Vermont Achievement Center
- Principal, Mt. Mansfield Union High School
- Dr. Robert Kleck, Social Psychologist, Dartmouth
- Vermont Epilepsy Association
- Student Volunteers
- Rutland RSVP and other Adult Volunteers
- Teachers, Nurses, Graphic Arts, Secretaries, Maintenance of Rutland Schools

FOR THE VOCATIONAL-TECHNICAL GRANT

Arthur Ericson, Director, Vocational-Technical Education, State Department of Education
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Arthur Williams, Assistant Director, Rutland Area Vocational-Technical Center

"ACCESS RUTLAND" A PROJECT TO TEST "BUILDING NEEDS FOR THE HANDICAPPED" IN A TOTAL COMMUNITY

- Mayor Gilbert Godnick and his staff
- Rutland Board of Aldermen
- Rutland Chamber of Commerce
- Downtown Development Corporation

Actual surveying done by SERTOMA (Service to Man), a Rutland Service Club
Demonstration of Needs - Timothy Dombro, Richard Durgin, David Sagi
Extensive Publicity - Rutland Herald

DEDICATION

TO

VERMONT'S TEACHERS AND ALL OF THEIR CO-WORKERS

NO ONE LIKES TO BE TOLD WHAT TO DO OR HOW TO DO IT!

This was never the intention of the Title III or the Vocational-Technical Education projects which developed this and its companion manual, "Building Needs for the Handicapped". (The latter had extensive distribution countrywide, and in Vermont to school superintendents, guidance counselors and school nurses in January 1976.) Instead, these manuals were organized so they might be used in any of a number of ways should there be need:

- suggestions for In-Service Training on matters relating to handicaps.
- a brief of Federal Public Law 94-142, which is destined to have great impact upon all schools, and the children with special needs for whom it was designed.
- insight into the impact of handicaps on entire families.
- a guide of sorts to prepare for, plan and report on evaluations/staffings mandated by federal law.
- reference to such critical areas in a society suddenly aware of rights - confidentiality and due process.
- helpful tips for school personnel on specific handicaps.
- a system to focus on abilities rather than disabilities (observable school skills).
- a reference guide on sources of consultants and/or information on handicaps.
- a series of ways to assist in realistic planning for the after school years.
- data on building needs for the handicapped to aid in school renovations or construction; to facilitate planning for field trips, post-secondary or work planning.

SO - AS THE SAYING GOES, "SALT AND PEPPER TO YOUR TASTE!"

The several hundred people involved in developing and testing these manuals wanted only to offer a helping hand to school personnel, more often than not without special training regarding students with special needs, during a transition period when, for the first time in the history of our land, the rights of all children to an appropriate education at tax expense, regardless of the severity of the handicap or the ability to meet traditional educational goals, is to become the responsibility of every school in America.

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50.4%

Ernest Drapela, in a position paper presented at a symposium on "Program Development in Recreation Services for the Deaf-Blind" had this to give regarding the estimated time distribution of our lives based upon a life span of 70 years:

45.8% SUBSISTENCE (computed at 11 hrs. per day for sleeping, eating, self care)
3.8% COMMUTING (computed at 2 hrs. per work day for 49 years)
15.6% WORK (based on full employment from age 16 to 65 years)
34.8% LEISURE (the time which is left)

Applied to this project, emphasis has been on the combination of work and leisure time pursuits, the combination which, in adult life, sustains enthusiasm for living, carries people through the "lows" and the "highs" in their lives, and enhances productivity in any kind of work - a combination, time-wise, which amounts to more than 50% of any person's life in the after school years whether living with or without a handicap.

In fact, preparation for the after school years is a long, slow process which starts during the pre-school years as walking offers extensions into space with the learning made possible by exploration. Self care improves skills and makes independence possible; speech is a vehicle for sharing, learning through questioning/communication*; hearing is so important to the development of speech as well as the joys and useful cataloguing of the sounds of our world; vision introduces beauty, color, and clues about depth and size; tactile differences, about textures; tastes and smell offers still more variables, joys and "tools". Once play becomes refined enough to include others, many skills are developed - coping with competition, rules, frustrations, shared time and materials, success and failure, skill mastery, criticism and task completion. School initially adds the skills of language - spoken, written, computed, read - as the ground work for all learning, and required responsibility for one's own performance too. Problem solving is starting to become a constantly used tool. The flowering of learning comes with the addition of art, music, the sciences, history and literature. Still later course work becomes more career oriented, responsibilities increase at home, in school and in the community, competition becomes intense, and work experiences start - both with paid or unpaid work at home, and in such paid work experiences as newspaper delivery, caddying, lawn work, camp work, baby sitting, etc.. While there still may not be serious consideration of career directions, there is ever-increasing learning about the world of work from course work, observations of different workers in action, the media and books.

Handicaps, more often than not, impose differences on one or many of these sequences. Early childhood for a child with orthopedic handicaps may consist of many bouts of surgery, hospitalization, long periods of immobilization - all precluding play, experiences, responsibility, independence, and months or years of therapy to develop skills, normally acquired effortlessly and unconsciously, such as automatic swallowing and lip closure to prevent drooling and facilitate acceptable eating patterns, mobility training for the blind, training which leads to neck, trunk, sitting and standing, balance, or walking, or hand use, or language, speech, etc.. These children's "worlds" may have been seriously restricted, play limited or lacking, and vocabulary

* "I keep six honest serving men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who."

- Rudyard Kipling, "The Elephant's Child"

non-existent at a time when children normally continually add words to total some six or seven thousand by entrance to school.

Added to these gaps are school personnel most of whom have had no special training in planning for and helping children with special needs. Because of this combination and the fact that getting ready for the after school years is such a drawn out process for children without handicaps, this project focussed on the entire time in regular school - Kindergarten through Grade XII - and on the array of needs any child with a disability might have. Initially there were five parts of the project; ultimately, and this came from school REACTORS to the project's first year of developing "systems" coupled with a year of testing in six school districts, there are three sections in this revised manual plus a separate manual, completed and distributed in January 1976 state and country-wide, "Building Needs for the Handicapped".

Fortunately the process of "mainstreaming" children with special needs has some real "pluses" for all students - a teacher-student ratio of manageable proportions, extra teaching materials purchased, student development planning for the handicapped but helpful for any student, expanded resource rooms, and added aides or volunteers. In a world loaded with stress, the biggest "plus" of all could be in the compassion generated, acceptance of individual differences invited, and patience developed. Even non-handicapped students or school personnel, suddenly handicapped by diving, car, skiing or motorcycle accident, or illness, could return to schools with architectural barriers much reduced because students with special needs had attended regular school before!

It is not expected that material such as the following which was generated by this project will always be needed. "Early Essential Education" will meet needs earlier and increase living experiences during the pre-school years when all children's learning is so rapid. Teacher training institutions are now starting to consider course work on the child with special needs as basic for anyone planning to work in schools. However, help is needed now if Vermont's students with special needs are to be prepared well so their 50.4% of living may be satisfying and productive once the school years are over.

DUPLICATION RIGHTS

This document was developed for students with special needs and the school personnel who are in a position to help them. Therefore, any part of it may be duplicated in keeping with this purpose. A special binder was used to facilitate this. When any part or parts are incorporated into a written document, independent of this one, written acknowledgement shall be made to the Title III Windham Southeast project listed on the title page. No permission needs to be secured.

A MEDLEY OF FACTS WHICH DEFINE THE NEED

Why should there be a project like this for students with special needs? Aren't they people like everyone else? Aren't their parents? Don't all students have concerns about the future? Isn't this the discrimination which "mainstreaming" was designed to erase? The following facts are given to explain these reasonable questions.

ATTITUDINAL BARRIERS
NO ONE WANTS A HANDICAP! EVERYONE WOULD WISH THEM AWAY IF IT WAS POSSIBLE!

- Why do new mothers immediately ask if their newborn is perfect?
  Because 5 out of every 100 babies do have birth defects.

- Why, after performing ably for the longest period of any president in our 200 year history, did Franklin Delano Roosevelt preserve the appearance and image of strength while Governor George Wallace, in his efforts as a presidential hopeful, had people in general and the media question his health over and over again? Neither man could walk; both were dependent upon the use of wheel chairs.

  FDR had an agreement with the media that his inability to walk not be pictured and it never was. Governor Wallace, on the other hand, was open and direct and was shown being carried, having a ramp placed so he could roll up a stage, and was pictured having therapy.

- Dr. Robert Kleck, Social Psychologist at Dartmouth College, during ten years of observing the social interaction between handicapped and non-handicapped people, has concluded that the best way to focus people's attention on the abilities rather than the disabilities of persons with special needs is to avoid reinforcement of their disabilities. For example, in a world loaded with steps and curbs, every time a person with a mobility problem is helped up the barrier his/her disability is reinforced. With this reinforcement repeated over and over again, disability rather than ability becomes predominant.

- Likewise, every effort at fund raising, either for private or tax funds, again plays up the disability in order to show the need for service. (A Workshop with panelists consisting of handicapped persons and employers amazed the audience <u>with their production</u>.)

- Dr. Kleck also found, in careful observation in a camp situation planned for financially disadvantaged children only part of whom had visible and severe physical handicaps, that given a choice in seating, not only did physically able children avoid those with handicaps but whenever possible chose the most perfect physical specimens in the entire group. This corresponds with America's devotion to sports - the perfect gymnast, divers, swimmers, skiers, baseball or football players, etc.; as a people we glorify physical perfection and prowess!

- The general public is often dismayed at the idea of marriage for a person with a handicap and yet the need for a sharing relationship, the attraction of the opposite sex is totally unrelated to a handicap. It is simply human!

- Some schools seem totally unaware of this, and yet save for the well adjusted extrovert, most students with handicaps have a friendless life out of school and little if any of the socialization which is so important to the growing up years. Their brothers and sisters are invited to parties; they are not.

- During the testing of this project, a teacher of excellence and sensitivity said, "In looking back to times when I had students with handicaps in my class, I never thought of their abilities. I never challenged them. My whole focus was on their disabilities. Also, until this project came along, I never thought about their future".

- Watch adults, non-related adults, with disabled children. Their voices smack of over-protection or pity. They underplay the resourcefulness and normalcy of the children and overplay their disabilities. Children with handicaps hate this but lack the maturity to handle this politely short of rebellious behavior.

WAR, ACCIDENTS, SURGERY WHICH ALTERS THE PERFECTION OF THE HUMAN BODY, DISEASES WHICH CRIPPLE, ARE A PART OF LIFE. NO ONE IS IMMUNE WHETHER RICH, POOR, WELL EDUCATED OR ILLITERATE, LAW ABIDERS OR LAW BREAKERS! DENIAL DOES NOT CHANGE ANYTHING!

ARCHITECTURAL BARRIERS

This project's manual, "Building Needs for the Handicapped" listed and described 122 building needs and identified which handicap was involved in each. This was no magic manual. In the past there was a document, known to architects all over, which set standards, but primarily for those with orthopedic problems. There have been federal laws for many years, and state laws in Vermont as well which mandate that buildings renovated or built with tax funds at any level (local, county, state, federal) follow the standards set for buildings free of barriers for the handicapped - and yet we go on putting in curbs and steps and narrow doors and inaccessible bathrooms and dim lighting (which precludes communication for the deaf), and hazards for the blind.

In a recent city-wide project, "Access Rutland", 1200 businesses, places of entertainment, medical facilities, public buildings, recreation sites and churches were contacted. Only 4% responded with willingness to have their facility surveyed at no cost, time, or obligation to them.

ONE CHURCH AMONG 21 RESPONDED AT ALL!

COSTS

Even though costs are shared by federal, state and private funds, the costs to families - unexpected costs more often than not to young parents who have not lived and worked long enough to salt money away - are staggering. Public funds, for example, may pay for surgery or braces or hospitalization but not for trips to hospitals and clinics and therapists; for house modifications such as ramps and revised doorways and bathrooms; for medications; for special diets; for repairs and replacement of child lost or damaged costly apparatus. Therefore, money which most families have for home renovations, furniture refinishing, new draperies, vacation, recreation and clothes may all be spent on one member, and the future financial security of the family jeopardized as well. Added to this is the reality that the child with the handicap is likely to out-live parents and the whole situation becomes a very scary one to parents, and a chronic source of irritation to brothers and sisters whose desires, and sometimes even their basic needs, cannot meet those of their friends.

Beyond family costs, COSTS to private agencies, states and the federal government from the onset of the handicap to 21 years of age may be:

Long-time ear care (including diagnostic procedures, medication, clinic treatment, surgery, hospitalization, amplification)	$10,000.
Full orthopedic care (diagnosis, clinic care, reconstructive surgery, casting, bracing)	$50,000.
Care for cleft lip and/or palate (hospitalization, dental care, plastic surgery, ear care, orthodontia, prosthodentia, speech therapy & sometimes amplification)	$15,000. to $20,000.

Added to these costs are the cost of Special Education to the local school, the State and the federal government (nearly $90,000. for a deaf child who may need 14 years of training in a school for the deaf; $50,000. for full rehabilitation/special education in a children's rehabilitation center).

Still another cost is LOST INCOME if a person with a handicap does not find work. An Economist with HEW in Washington estimates, anticipating future inflation, that the LIFETIME EARNINGS of the average person are around $750,000. Applied to one group of handicapped people, ones with seizures, whose unemployment rate soared due to misinformation and fear on the part of many, this could amount to $112 billion dollars for the 150,000 of these men and women who are chronically unemployed. This amount is equal to one-third of the total federal budget in fiscal year 1976!

THEREFORE, COSTS ARE A CONSIDERATION TO EVERY ONE OF US WHEN HANDICAPS OCCUR.

MYTHS ABOUT EMPLOYMENT OF PERSONS WITH HANDICAPS

In the March/April 1975 issue of "Journal of Rehabilitation", James H. Sears discussed this with the following findings about employment of the handicapped:

MYTHS

"Insurance rates will skyrocket"
"We will have to adjust work places - at considerable expense"
"Our safety record will be jeopardized"
"We will have to treat them differently - special privileges, etc."
"Our present employees may not accept them"

FACTS

- 90% of 279 companies surveyed reported no effect on insurance costs.
- Adjustments were minimal - a lowered work surface, a special desk, a ramp, etc.
- Of 1,400 severely handicapped employed, 96% had a better than average safety record on and off the job.
- Disabled people want no special privileges. They long to be treated like others!
- The absorption of the disabled into the total employee group was excellent.

INDIVIDUALIZED DRIVER EDUCATION FOR THE HANDICAPPED

Our society, for work or play, is built around the use of the automobile. In Vermont this is especially true for there is little in the way of public transportation. A 1974-76 Title III project out of Chittenden Central (Essex Junction Area) developed a complete "package" on "Driver Education for the Handicapped". No longer is it necessary or wise for any school personnel to judge the safety/capability potential of a handicapped student to consider driving. Screening procedures under medical auspices have been developed to determine the feasibility of Driver Education at two screening sites, the Department of Rehabilitation Medicine, DeGoesbriand Unit, Medical Center Hospital, Burlington for Northern Vermont and the Vermont Achievement Center in Rutland for Southern Vermont. The actual training, given a "prescription" for the type of car, adaptive equipment, etc. determined through the screening process, is usually done locally by the Driver Education program. ALL STUDENTS WITH HANDICAPS, EXCEPT FOR THE BLIND AND THE FEW WHOSE DOCTORS HAVE FACTS SHOWING IT IS CONTRA-INDICATED, SHOULD BE REFERRED TO THE SCHOOL DRIVER EDUCATOR WHO, IN TURN, CAN REQUEST THE SCREENING. AUTOMATIC SHIFT AND POWER STEERING, BRAKES, WINDOW AND SEAT ADJUSTMENTS, ETC. HAVE TRULY OPENED UP A NEW WORLD TO MANY A DISABLED PERSON. The safety record of handicapped drivers, country-wide, is exemplary!

THE CHANGING MANDATE FOR SPECIAL EDUCATION

In recent years because of challenges made by parents and groups all over the country, state legislatures and courts have made decisions and laws which guaranteed the rights of every handicapped child, irrespective of the severity of the handicap, to an "appropriate" education at tax expense. In the passage of Public Law 94-142 (described later in this Introduction because of its close relationship to this entire project) children with special needs the country over were not only given this right, but local

schools and State Department of Education some funds necessary to meet reasonable compliance with the law's stipulation by 1978.

Number-wise, this amounts to about one child in every ten of school age. With the increasing emphasis on integration either in a regular classroom or its closest feasible equivalent, this means there will be an increasing number of handicapped students in regular school in regular classrooms with or without special consultation, in resource rooms, special classrooms or being tutored, but with integrated busing, classes like art, music, physical education and vocational education and extra-curricular activities. For the handicapped, this offers what other children have long had; for tax payers, a reduced cost over segregated resources for all but a needed few, and the potential for an increasing number of handicapped people eventually becoming self-supporting as they experience, as participants, the mainstreams of community living.

ANXIETIES ABOUT THE FUTURE

Families and students alike, with or without handicaps, worry about future self support because of an array of problems:

- Inflation
- Recessions
- Unemployment
- Mechanization and the reduction in needed employees it causes

Currently (1976) there is legislation considered which would stabilize the overall unemployment figure to 3% with public funds providing solutions other than welfare or unemployment insurance during prolonged periods of high unemployment.

There are regulations to insure the lack of discrimination in employment, including the handicapped, but the figures show non-compliance in the following U.S. Government projections on employment of the handicapped:

21% fully employed or in post-secondary schools
*40% UNDERemployed
*26% UNemployed
10% in sheltered employment
3% totally dependent
(* These are the people needing school/community/employment intervention.)

OLDER STUDENTS WITH SPECIAL NEEDS KNOW ABOUT EXTRA COSTS. THEY KNOW ONLY TOO WELL IF EVEN A SMALL PART OF THEIR CARE HAS TO BE PROVIDED BY PARENTS. THE CLOSER THEY GET TO COMPLETION OF SCHOOL THE OLDER THEIR PARENTS ARE; THE MORE THEY WONDER HOW THEY COULD MANAGE IF EITHER OR BOTH PARENTS DIED.

THEY HAVE TOLD US OF THEIR ANXIETIES.
THEY KNOW THAT A COLLEGE DEGREE IS NO LONGER A "TICKET" TO A GOOD JOB WITH 2 - GRADUATES FOR EVERY JOB REQUIRING A DEGREE.
MANY HAVE BEEN "PUT OFF" BY EMPLOYERS DURING THEIR SCHOOL DAYS - FOR JOBS WHICH CLASSMATES CAN GET.
THEY WANT TO BE INDEPENDENT AND SELF-RELIANT BUT NEED HELP IF THAT IS TO HAPPEN.
THEY DON'T WANT PITY OR RIDICULE OR SEGREGATION.
THEY WANTED THIS PROJECT FOR THE POTENTIAL GUIDANCE IT COULD OFFER.

DEFINITIONS OF CATEGORIES USED IN SECTIONS I & II

The students to whom this material refers are those with a temporary or permanent deficit in function requiring modifications in school, such modifications changing with out-of-school treatment, maturation, or even amazing compensation and/or high motivation by the student.

Handicap labels matter little because of the infinite variables among people and because of the severity, or its lack, of the handicap itself. What does matter is building a future for each student with a handicap on those functions which are intact or partially usable.

For clarification, therefore, the following divisions have been made throughout in student function:

BEHAVIOR — Any recurring behavior in a child which interferes with the learning of the involved child or of the group - impulsive, distractible or distracting behavior; poor built-in controls of emotions; limited attention span or deviations in attention such as a fixation on a detail rather than an entire exercise; exaggerated emotional responses; aggressive or withdrawn behavior.

MEDICAL — Any metabolic, respiratory, excretory, or consciousness problem associated with a medical condition which imposes differences in function and resultant school modifications.

MOTOR — Any problems in the control and/or coordination of movement of any body part resulting in impairment of function possible for the majority of the class, the range being from grossly poor coordination to the inability to walk, speak distinctly, eat neatly, use hands efficiently, balance independently in either a sitting or standing position, or recover balance if balance is thrown off.

SPEECH & LANGUAGE — Any problem, which affects communication functions, including disabling fluency, gross misarticulation, the inability to comprehend verbal language, or the inability to put thoughts into words, phrases and grammatically correct sentences.

THINKING — Any handicap which prevents a child from learning at the usual rate and with the array of teaching tools which are effective for most students. (This might include the mentally retarded, children whose thinking skills are grossly uneven, or children with specific learning problems.)

SUMMARY AND ANALYSIS OF PUBLIC LAW 94-142

"Revolutionary Legislation for a Bicentennial Year"

(Adapted from "Washington Report" by Richard L. Aquilina)

The Education of All Handicapped Children Act:

> It is the purpose of this Act to assure that all handicapped children have available to them ... a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist the States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children. (Section 601 (c) of the Act).

On November 29, 1975, President Ford signed into law The Education of All Handicapped Children Act. This landmark education legislation mandates an appreciably accelerated federal commitment in order to insure that all handicapped children receive full and appropriate educational programs and services.

The legislation amends and considerably improves Part B of the Education for the Handicapped Act, Public Law 93-380, (commonly termed the Mathias Amendment after its originator), signed August 21, 1974, which created the first entitlement for handicapped persons based upon factors of the number of all children aged three to twenty one years of age in each state.

With the approval of P.L. 94-142 special education service delivery in the United States will potentially undergo the most dramatic and comprehensive changes witnessed heretofore.

RATIONALE

The genesis and final approval of the Act were, in part, in response to the following Congressional findings:

1. There are more than eight million handicapped persons in the United States, approximately one-half of whom are not being provided appropriate educational services.

2. Those handicapped persons whose special education needs are not being addressed are being denied full equality of opportunity.

3. Approximately one million of the handicapped children in the United States are excluded entirely from the public school system.

4. Many handicapped persons throughout the United States are participating (unsuccessfully) in general education programs, while their handicaps remain undetected.

5. Adequate special education services are not being provided within the public school system, forcing families to find services outside their local school system, often at great distance from their residence and at their own expense.

6. Advancements in teacher training programs, as well as diagnostic and instructional procedures and methods have progressed to the point that given appropriate funding, state and local educational agencies can and will provide efficacious special education programs and services.

7. Current fiscal appropriations preclude state and local educational agencies from meeting the needs of handicapped persons.

8. It is in the national interest considered that the Federal Government assist State and local educational agencies in providing comprehensive and qualitative programs and services for the handicapped in order to assure equal protection of the law.

At this juncture, major issues relative to the implementation of the Act are being discussed and have yet to receive consensus. However, it is anticipated that clarification will be provided subsequent to the publication of specific rules and regulations necessary to carry out the new programs to be administered under the law. Terrel H. Bell, Commissioner of Education is required by language included in the Act to submit articulated regulations for publications in the Federal Register, not later than 120 days after the date of enactment.

Substantive delineation is forthcoming from HEW. What follows is one attempt to analyze the law as it is written and before implementation is decided by HEW.

Public Law 94-142

Section 602 - "Definitions"
The most substantive amendment in this component is the inclusion of the categorical area "children with specific learning disabilities". As of this printing further explication of the term is being prepared by the Commissioner of Education. It is anticipated that three integral outcomes will ensue as a result of the Commissioner's efforts: a more precise operational definition; a prescription for comprehensive diagnostic criteria; monitoring, as well as delineation of monitoring procedures.

Section 611 - "Entitlements and Allocations"
BENEFICIARIES
Stipulated is that a State must agree to establish a goal of serving all handicapped persons, aged three to eighteen by September 1, 1978 and persons between the ages of three and twenty-one by September 1, 1980. However, this timetable does not supercede state law or binding court action which does not mandate services to children three to five or eighteen to twenty-one years of age. Also included is a provision for the utilization of Federally funded incentive awards for program focusing upon early identification, screening and intervention.

FORMULA
Public Law 94-142 establishes a formula in which the Federal government makes a commitment to pay a gradually escalating percentage of the National Average Per Pupil Expenditure (NAPPE) for students enrolled in public elementary and secondary schools in the United States times the number of handicapped children being served in the school districts of each State in the Nation. That percentage will swell on a yearly basis until 1982 when it will become a permanent 40 percent for that year and all subsequent years.

The new formula will be effective in fiscal year 1978. During the interim the Mathias entitlement will be extended to apply for fiscal years 1976 and 1977 with the estimated allocation established at approximately $100 million and $200 million, respectively; and gradually increasing to $3.1 billion by 1983.

PASS THROUGH

Public Law 94-142 establishes the provision for considerable assistance to be "passed through" to the local educational agencies, (LEAs). During the initial year (1978) of the new entitlement formula, 50 percent of the monies assigned to each State would be allocated to the State education agency (SEA) and 50 percent would be allocated to the LEA. In the subsequent year (1979), the LEA entitlement would swell to 75 percent of the total allocation to a given State, with the SEA retaining 25 percent. This 75-25 arrangement commencing in fiscal year 1979 becomes the permanent distribution proportion. The current State control of all funds under the Mathias legislation will be retained for the remainder of fiscal year 1976 and fiscal year 1977, in which an appropriations ceiling will be imposed at $100 million and $200 million, respectively.

ADMINISTRATIVE COSTS

From fiscal year 1978 on, a State is permitted to utilize five percent of the total funds received under the Act or $200,000 whichever is greater. The remaining twenty percent of its Federal funds must be disbursed for technical assistance and support services to IEAs and LEAs.

Section 612 - "Eligibility"

In order to qualify for assistance under this subcomponent, a State must demonstrate to the Commissioner of Education that it has successfully met the following conditions:

1. Developed an effective policy which assures all handicapped persons the right to a free and appropriate public education.

2. Submitted a plan to assure that:

   a. The goal of full educational opportunity for all handicapped persons has been established, as well as a detailed timetable and description of the personnel, facilities, and services necessary to satisfy said objective.
   b. Free appropriate education will be available for all handicapped children ages three to eighteen not later than September 1, 1978; and all handicapped children ages three to twenty-one not later than September 1, 1980.
   c. All handicapped children residing in the State will be identified, located and evaluated, and that a method is implemented to determine which children are receiving special education and related services and which children are not receiving needed special education and related services.
   d. Amendments to the State Plan must be available to the general public, thirty days prior to submission to the Commissioner of Education.

3. The state has established the following priorities for providing special education:

   a. first with respect to those handicapped persons who are unserved, and
   b. secondly, for those persons within each disability area, who are severely and profoundly handicapped.

4. Each LEA in the State must maintain records of the individualized education program for each child and such instructional planning shall include appropriate objective criteria and evaluation procedures and must be reviewed and revised (at least) annually.

   Opportunity for input in the development of each educational blueprint is afforded to all principles in the educational environment. Included should be representatives of the administrative, institutional and diagnostic staffs, as well as the child and his/her parents.

5. The State has established:

   a. procedural safeguards
   b. procedures to insure that handicapped children are trained in the least restrictive environment
   c. procedures to assure testing and evaluation will be handled so as not to be radically or culturally discriminatory testing and evaluation in native language

6. The State educational agency shall be held accountable for carrying out the responsibilities related to the supervision of all special education programs.

7. The State shall assure that the following due process procedures are established and maintained:

   a. parents and guardians are consulted
   b. public hearings with adequate notice and comment are provided.

Due process safeguards incorporated in the 1974 amendments, P.L. 93-380, will prevail, while additional language establishes further provisions designed to protect the interests of the handicapped and their parents. As delineated forthwith, grievance procedures are available at the local and State levels with subsequent options of civil action in State or Federal court. (Please see Section on Due Process pp .)

Section 613 -"State Plans"

Any State satisfying the eligibility requirements and desirous of receiving Federal assistance under this Act must submit a State Plan (through the SEA), to the Commissioner of Education. This plan must include:

1. Assurances that funds will be properly controlled and expended.

2. A description of programs and procedures for the development and implementation of a plan for personnel development, as well as for adopting promising educational practices.

3. Policies and procedures to assure that handicapped children in private elementary and secondary schools and those enrolled in private institutions and schools shall participate in programs and receive similar benefits as public school children.

4. Policies and procedures to recover funds if a person is erroneously classified as eligible.

5. Provisions for making reports, keeping records and permitting access to said records. Reports are to be made in a form and including information as required by the Commissioner.

6. Procedures for appeal and hearing for local and intermediate educational agencies.

7. A satisfactory assurance that Federal Funds will not be commingled with State Funds; will be used to supplement and to increase the level of State and local funds, and will not supplant State and local funds unless a State can present clear and convincing evidence that all handicapped children in the State have available to them a free and appropriate education.

8. A satisfactory assurance that fiscal control and fund accounting procedures will be adopted.

9. Evaluation procedures, at least annually, for effectiveness of programs in meeting needs of handicapped.

10. The establishment of a State planning and advisory panel.

The Commissioner of Education is directed to approve State plans which meet established criteria and disapprove State plans which do not, but shall not disapprove a State plan except after providing appropriate due process provisions (i.e. reasonable notice and an opportunity for a hearing).

Section 614 - "Application"

Local or Intermediate educational agencies (IEAs) desirous of receiving federal funding under this Act must submit an official application to the appropriate SEA. This application must include:

1. A satisfactory assurance that payments under this part will be used for excess costs (essentially those costs in excess of the Average Annual Per Pupil Expenditure) directly attributable to programs which -

   a. provide that all children within the agency who are handicapped and in need of special education and related services will be identified, located and evaluated; will provide for inclusion of practical method for determining which children are currently receiving needed special education and related services, and which children are not currently receiving such education and services.
   b. establish policies and procedures regarding confidentiality of data.
   c. establish a goal of providing full educational opportunities to all handicapped children.
   d. establish a timeline for accomplishing the goal described in (c) above.
   e. establish a description of the kind and number of facilities, personnel, and services necessary to meet the goal described in subclause (c).

2. Have a plan for record keeping.

3. Have a provision for making the application and all related pertinent documentation, available to the general public.

4. Have a satisfactory assurance that individualized educational programs for each handicapped person will be (at least) annually reviewed, and revised, if appropriate.

SEAs shall approve local or intermediate plans which satisfy the aforementioned criteria, providing the proposed activities are consistent with the intent of the State Plan and said plan has been submitted to the Commissioner. This section also provides due process procedures for LEAs and IEAs whose applications have been deemed unacceptable.

SEAs may refuse to pass-through Federal monies to IEAs or LEAs when:

1. The applicant does not conform with the overall State Plan requirements.

2. The applicant fails to satisfy requirements under this Section.

3. The State deems the LEA unable to effectively utilize its entitlement.

4. The program is insufficient in size and scope.

5. The applicant cannot generate an allocation for itself of not less than $7,500. after counting all the handicapped it serves.

Reallocation of funds may occur whenever a State determines an IEA or LEA is appropriately providing educational programs and services with funds otherwise

available. Monies under this Act may then be distributed to other local or intermediate units not adequately providing special education and related services.

Section 615 - "Procedural Safeguards"
SEAs, IEAs and LEAs must establish and maintain the following due process provisions:

1. Opportunity for parents and guardians to examine all records.

2. Procedures to protect the rights of children without parents or guardians.

3. Written prior notice on proposal or refusal to change the identification, evaluation, or educational placement of the child.

4. Procedures to assure that notice of (c) above are written in native language, if possible.

5. Opportunity to present complaints.

Upon complaint, a parent or guardian shall be entitled to have a due process hearing conducted by state, intermediate or local educational agency, as determined by state law or the SEA.

If a hearing is conducted by the LEA or IEA then an appeal to the State becomes the opportunity of the complainant. If no such appeal is allowed, then the party can bring civil suit in State Court or United States District Court.

Section 616 - "Withholding and Judicial Review"
Whenever the Commissioner of Education finds that there has been a failure to substantially comply with the provisions of this Act, provided adequate notice has been served and a hearing has transpired, payments to the State shall be withheld. The notification provided by the Commissioner to the SEA incorporates payment under other laws. Therefore, non-compliance with P.L. 94-142, places in jeopardy other sources of Federal Funding for the handicapped, specifically those monies received under:

1. Part A of the Elementary and Secondary Act.

2. Title III of the Elementary and Secondary Act, its successor Part C, Section 431, of P.L. 93-380.

3. Vocational Education Act.

The State has the right to appeal action by the Commissioner by filing with the United States Court of Appeals. At that point, the Court may remand the case back to the Commissioner for further evidence and the Commissioner may make new or modified findings. The Court may then affirm or set aside the modified findings. The judgment of the Appeals Court may then, on appeal, be subject to review by the United States Supreme Court.

Section 617 - "Administration"
In fulfilling his/her duties the Commissioner of Education is required to:

1. Cooperate with, and furnish assistance to States on matters of education to handicapped children.

2. Provide short term training programs and institutes.

3. Disseminate information.

4. Assure that each State, within one year after date of enactment of this act, provide certification of the actual number of handicapped children served.

5. Prescribe a uniform financial report to be utilized by SEA in submitting State Plans.

6. Issue, amend and revoke rules and regulations as necessary.

7. With the Secretary of the Department of Health, Education and Welfare, take appropriate action to assure protection and confidentiality of data, information and records collected and maintained by the Commissioner and by SEAs and LEAs.

8. Authorize the hiring of qualified personnel for data collection duties.

Section 618 - "Evaluation"
The Commissioner of Education is required to:

1. Measure and evaluate the impact of programs and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children in the least restrictive environment.

2. Conduct studies, investigations and evaluations as necessary to assure effective implementation.

In order to carry out such analysis and evaluation responsibilities the Commissioner shall:

1. Provide Congress and the general public annually, and update annually, programmatic information regarding programs and projects.

2. Provide for the evaluation of programs and projects through the development of effective methods and procedures for evaluation; testing and validation of such evaluation methods and procedures; and conducting actual evaluation studies.

3. In developing and furnishing information regarding total (Federal, State, Local) expenditures, may base such information on a sampling of data available from State and local agencies.

4. Not later than one hundred twenty days after close of each fiscal year, report on progress being made toward the provision of free appropriate public education to all handicapped children, including a detailed description of all evaluation activities.

Section 619 - "Incentive Grants"
Public Law 94-142 includes a special incentive grant aimed at encouraging the States to provide special education and related services to its preschool handicapped children. Each handicapped child in the State aged three to five who is counted as served will generate a special $300 entitlement. It should be noted that this incentive entitlement goes to the State Education Agency and must be used by the SEA to provide preschool services. Additionally, this entitlement is a separate appropriation, independent of the larger entitlement.

Section 620 - "Payments"
The Commissioner shall make payments to each eligible State. The SEA shall then distribute payments to IEAs and LEAs, subsequent to approving applications from these agencies.

Payments may be made in advance or by way of reimbursement and in installment as determined necessary by the Commissioner.

No later than one year after this section becomes effective the Commissioner must prescribe:

1. Regulations to establish criteria for designation of children with specific learning disabilities.

2. Regulations which establish diagnostic procedures to place child in category of specific learning disabilities.

3. Regulations to establish monitoring procedures to determine if SEAs, IEAs and LEAs, are complying with criteria (1) and (2) above.

The aforementioned regulations are subject to a Congressional Committee review prior to publication.

Sections 606, 607, 653 - "Amendments"

EMPLOYMENT

Public Law 94-142 stipulates that recipients of Federal assistance under this Act shall make positive efforts to employ and advance in employment qualified handicapped individuals.

ARCHITECTURAL BARRIERS

THE ACT ALSO AUTHORIZES SUCH SUMS AS MAY BE NECESSARY FOR THE COMMISSIONER TO AWARD GRANTS TO PAY ALL OR PART OF THE COST OF ALTERING EXISTING BUILDINGS AND EQUIPMENT TO ELIMINATE ARCHITECTURAL BARRIERS IN EDUCATIONAL FACILITIES. SUCH PROVISION IS AIMED AT ASSURING CERTAIN HANDICAPPED CHILDREN AN APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT.

EDUCATIONAL MEDIA AND MATERIAL CENTERS

Authorization has been provided for the establishment and operation of centers on educational media and materials for the handicapped. The operation and establishment of these centers are intended to provide a comprehensive program of activities to facilitate the use of new educational technology in programs for the handicapped.

CONCLUDING COMMENTS

Passage of P.L. 94-142 marks a significant milestone in the Nation's efforts to provide full and appropriate educational services for the handicapped and the culmination of four years of unrelenting effort by both sponsors and supporters of the legislation. However, the real barometer of the effectiveness of the legislation will remain in the ability of advocates for the handicapped to convince Congress, state legislators and local school boards to appropriate sufficient funds to carry out the full services mandate outlined in the Act.

It can be anticipated that due to the considerable lack of closure relative to numerous substantive issues, implementation of the provisions of P.L. 04-142 will require extensive and arduous efforts. P.L. 94-142 is perhaps one of the single most important Acts impacting upon the educational needs of the handicapped. The enormous expenditure of time and energy necessary to carry its intent into action must be balanced with an objective face-value perception-namely, P.L. 94-142 is representative of the activation of a long-awaited equalization of treatment mandate or "Bill of Rights" for the handicapped. Therefore, specification and implementation of required activities must proceed and be concluded without delay.

RIGHTS AND RESPONSIBILITIES

(Developed by and used with the permission
of the Division of Special Educational Services)

DEFINITIONS

CHILD - Any infant, child or youth aged birth through twenty.

HANDICAPPING CONDITION - Any child who is impaired in normal educational processes by reason of physical, mental, or other learning disabilities, or is temporarily or permanently hospitalized or homebound, is considered to have a handicapping condition.

* FREE APPROPRIATE EDUCATION means special education and related services which (a) have been provided at public expense under public supervision and direction, and without charge, (b) have met the standards of the state education agency, (c) include an appropriate preschool, elementary, or secondary school education, (d) are based on an individualized education program.

* INDIVIDUALIZED EDUCATION PROGRAM means a written statement for each child with a handicapping condition which includes (a) a statement of the present levels of educational performance, (b) a statement of annual goals, short-term instructional objectives, (c) specific educational services to be provided, and the extent to which a child will be able to participate in regular educational programs, (d) duration of services, and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

LEAST RESTRICTIVE ALTERNATIVE - to maximum extent appropriate, children with a handicapping condition are educated with children who are not handicapped.

DUE PROCESS PROCEDURES - a series of steps that may be taken by parents or school boards to guarantee fairness if they have evidence that a child has been denied his rights in receiving an appropriate education.

* taken from EHA-B, 93-380, 94-142

THE RIGHT TO AN EDUCATION

"It is hereby declared to be the policy of the state to provide equal educational opportunities for all children in Vermont."

Title 16 of the Vermont Statutes, Section 2941-54 (1951)

"It is the purpose of this Act to ASSURE that ALL handicapped children have available to them... A FREE APPROPRIATE PUBLIC EDUCATION and related services designed to meet their unique needs...and to assure that the rights of handicapped children and their parents...are protected."

Laws of the United States 1975 Education of all Handicapped Children Act,
Amended by P.L. 93-380 and 94-142.

RIGHTS AND RESPONSIBILITIES OF PUPILS AND THEIR FAMILIES

The right -

- to a free appropriate public education for their child in accordance with an individualized program
- to informed consent before any major change is made in the educational program for their child
- to challenge the accuracy of information in their child's record
- to have their child educated in the least restrictive (most nearly normal) school setting
- to question the appropriateness of their child's educational program
- to be informed of due process procedures
- to appropriate educational assessment for their child in the primary language of the child
- to non-discriminatory assessment
- to full knowledge about special education programs for their child
- to the appointment of a surrogate parent under certain conditions

The responsibility -

- to cause their child between ages seven and sixteen to attend school regularly
- to correct or request assistance in correcting physical and other conditions that hinder the pupils learning as one aspect of their involvement in their child's individual educational program
- to be involved in the formation of their child's individual educational program

RIGHTS AND RESPONSIBILITIES OF SCHOOL BOARDS AND OTHER OFFICIALS

The rights and responsibilities of school boards and administrative officers in regard to all pupils are described in Vermont Law. This section serves to highlight certain rights and responsibilities in regard to pupils with handicapping conditions.

All school boards and their administrative officers have the right:

- to effect due process if evidence indicates a pupil is being denied an appropriate assessment or educational program.

All school boards through their administrative officer have the responsibility:

- to enroll all legal pupils
- to educate all pupils with handicapping conditions and refer for assistance where it is needed to carry out the required special educational procedures
- to participate with the state in the continuing process of locating and determining the needs of children with handicapping conditions
- to provide a planned continuum of special education programs and to assure that each handicapped child is provided with the least restrictive alternative
- to effect a clear district policy as to how pupils with handicapping conditions are educated
- to effect a clear policy of due process and confidentiality procedures
- to provide an appropriate education to every handicapped child by September 1, 1978 in accordance with an individualized program

WHEN TO USE DUE PROCESS PROCEDURES

Due process procedures may be used by parents when the parent has tried to remedy a grievance by contacting the person in charge of the educational program of his child and has been denied fair treatment.

Due process procedures are to be used by school district personnel when a child is being denied a right by a parent and that parent refuses to take reasonable steps to remedy the situation for the child or to agree to corrective action by the school.

HOW TO USE DUE PROCESS PROCEDURES

First Step -

At any time, a parent or school official may request a conference for the purpose of resolving the grievance. Parents and school officials may invite appropriate people to be present. Parents wishing a conference should phone, visit, or write the school principal requesting that the superintendent arrange a conference.

Second Step -

If the parent or school official believes that the situation has not been rectified as a result of the conference, that person may request the Commissioner of Education to convene an informal meeting to resolve differences and establish a plan. Parents and school officials may invite appropriate people to be present. Requests for this type of conference may be made to Director of Special Education, State Office Building, Montpelier, Vermont 05602.

Third Step -

Parents or school officials who have evidence that the informal meetings did not resolve the problem, may appeal in writing for a formal due process hearing. The Commissioner of Education will appoint an impartial hearing officer who will listen to both sides of the case. Specialists and counsel may be invited. The decision of the hearing officer is binding on both parties. Requests for a due process hearing may be made to Commissioner of Education, State Office Building, Montpelier, Vermont 05602.

Fourth Step -

Appeal from the decision of the Hearing Officer, may be made to the State Board of Education. The State Board may use facts previously established, hear new evidence, and make an independent ruling. Requests for this appeal may be made to chairperson of the State Board of Education, c/o Commissioner of Education, State Office Building, Montpelier, Vermont 05602.

IMPLEMENTATION SUGGESTIONS

AN "APPROPRIATE EDUCATION" FOR EVERY HANDICAPPED CHILD, NOW MANDATED BY FEDERAL LAW, DOES NOT JUST HAPPEN. It requires learning about handicaps, evaluating them in the light of appropriate educational planning; monitoring plans made and then making new ones as the situation demands. This entire process is related to VOCATIONALLY ORIENTED SCHOOL PLANNING FOR THE HANDICAPPED since what is learned and experienced in school is critical to the after school years of work together with family and social sharing and responsibilities.

The following suggestions, together with others throughout the manual, were based on actual school testing TO HELP SCHOOLS PROVIDE AN APPROPRIATE EDUCATION for every student with special needs from Kindergarten through Grade XII.

Each school in Vermont is different in staff, its own resources, its plant, its distance from or proximity to special resources, and even in the number and special needs of the students with handicaps who are enrolled. Therefore, this manual was planned as a reference tool, rather than as a textbook, with page color clues, detailed Table of Contents and labelled divider tabs included to facilitate the location of needed data.

If but limited use is made of this material, it is hoped that the following BASIC AREAS will be considered for the reasons given:

SECTION	MATERIAL	REASON
INTRODUCTION	IN-SERVICE SUGGESTIONS 1 & 2	To expose school personnel to the impact of handicaps & help them become aware of their own feelings.
"	PUBLIC LAW 94-142	This is a new law. It spells out both the requirements of and the benefits to schools.
"	RIGHTS & RESPONSIBILITIES	Basic to student/faculty/parent relationships.
SECTION III	General Suggestions - Staffing Format	Planned staffings help teacher, parent and student and are required by law.
"	Elementary Grades - Observable School Skills	It is easy to be aware of disabilities. This helps to identify abilities needed for school success.
"	Junior H.S. Form on page 149	Fosters awareness of the relationship between student skills/interests/ tolerance and job requirements/ conditions.

A companion manual closely related to students with special needs, "Building Needs for the Handicapped", was distributed in January 1976 to all Vermont Superintendents, Pupil Personnel and Guidance Services, and School Nurses. These belong to the school district, rather than to individuals, and should be easily available. If no copy can be located write to Voc. Planning for the Handicapped, 188 North Main Street, Rutland, Vermont 05701 UNTIL NOVEMBER 1, 1976. After that date, please write to the Office of Federal Programs, State Department of Education, State Office Building, Montpelier, Vermont 05602.

IMPLEMENTATION SUGGESTIONS IN-SERVICE TRAINING

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE OF ACTIVITY	QUESTIONS IF DONE FOR RECERTIFICATION CREDIT
15 hrs.	The 2 manuals, "Building Needs for the Handicapped" and "Vocational Planning for the Handicapped"	Study rather than skim both manuals.	To understand the full impact of handicaps upon the individual, the family and society; to learn how to assess abilities.	1. As a taxpaper, how are you affected by severe handicaps? 2. What tool is there for assessing the abilities of a student with special needs? 3. List 4 ways the building and maintenance and use are of great importance to the safety of a blind student? 4. What are the possible benefits to a school of Public Law 94-142? 5. How have schools violated student rights in the past - for all students; for the student with special needs? 6. Why is it necessary to consider career preparation for the student with special needs from K-12? 7. What possible advantages are there for any student with the type of staffing format suggested in the red manual?
15 hrs.	2 paperbacks each costing $1.95 JOURNEY - Robert & Suzanne Massie Warner Books 75 Rockefeller Plaza N.Y.C. 10019 #0-446-89049-9 THE OTHER SIDE OF THE MOUNTAIN - E.J. Valens Also a Warner Book at address above #ISBNO 446-78726-4	Study both books for details regarding handicaps.	To learn about the response of others on people with handicaps and on their families.	1. Describe your feelings about the person with the handicap in each book using a full page. Would you like him/her for a friend; a student; a co-worker, a marriage partner? What are your reasons for your reactions? 2. List at least 20 facts about handicaps which you did not know before. 3. What is your reaction to the treatment of either person with a handicap by schools, the medical profession, family, friends?

-XXX-

IN-SERVICE CONTINUED - THE FOLLOWING SIMULATION ACTIVITIES (ANY COMBINATION OF 5) COULD BE DONE IN ONE 2 HR. SESSION PROVIDED A SERIES OF ROOMS WERE AVAILABLE AND A WELL PREPARED LEADER FOR EACH. PARTICIPANTS WOULD BE GIVEN ROOM LOCATIONS AND SUBJECT AND GO TO EACH. TOTAL GROUP WOULD NEED TO BE DIVIDED INTO 5 GROUPS WITH EACH GROUP STARTING IN A DIFFERENT ROOM AND ROTATING.

About 20 Min.	Sheet of paper and pencil for each participant.	1. Participants asked to write down what is read to them using non-dominant hand. (Paragraph on Title Page of red manual could be read.) 2. Leader to write Z E N K R on chalkborad or cardboard and ask group to reverse each letter.	Leader explains, after activities are finished, that each is common to students with special needs - the 1st to someone with injury to the dominant side who has to switch; the 2nd, the struggle of a student who makes reversals & must learn to change.	1. Briefly write down your feelings when faced with using your non-dominant hand? 2. Is it hard for you to reverse the way a letter is correctly formed? Does this exercise help you understand something of the complexity for a student who makes reversals? (For those seeking credit, names should be put on papers, and papers given to leader for In-Service Chairman.)

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE OF ACTIVITY	QUESTIONS IF DONE FOR RE-CERTIFICATION CREDIT
About 20 Min. -xxxi-	Choice of #1 (#1is better if record can be secured) 1. 33 1/3 RPM Record - ?$1.00 Zenith Radio Corporation, Chicago, Illinois 60635 or 2. Head Set for Stereo or Target Shooting 3. Unfamiliar Sound Movie or TV with much speech in action shown.	1. Comes with forms for participants which can be mimeographed or dittoed. 1 per participant plus pencil. Only instruction is to write in appropriate blank what YOU THINK you hear. At the end you will be told what was said so you can check your errors. 2. Select a volunteer with a normally soft voice. Have him/her read a short paragraph. Then put earphones on and re-read the paragraph. Be sure earphones are tight. 3. Omit sound and ask group to lip read and tell what was said.	Volunteer leader will give the purposes after any of the activities is done. #1 lets participants experience the differences in varying hearing losses, & feel the frustration of not hearing as well. #2 If earphones are tight, the second reading should be in a much louder voice than the first because the earphones tend to eliminate the self-monitoring capacity of voice volume which good hearing offers. #3 Is to let participants experience lip-reading - a part skill, part guessing, context clue business at best. Only 1/3 of speech sounds are visible on the lips. Some people move lips little & mouth formations can distort lip reading as well.	List 4 facts you learned about hearing/lipreading which you did not know before. (Again, if taken for credit, participant should sign paper, give to leader who will pass it on to In-Service Director.)
20 Min. for all 3 Activities	1. Shoe box with cover taped on AFTER OBJECTS ARE PUT INSIDE (12 in all including common things like safety pin, paper clip, cotton, bobby pin, key, marble, coin, tack, rubber band, pencil, eraser). Cut 3 inch cross slits in top so hand can be slipped in to retrieve object without subject's seeing it.	Use the same or different volunteers to insert hand, pick up an object, identify it while still in box and pull it out to see if identification was correct. Repeat with other objects. Paper and pencil for each participant for answers to questions.	Volunteer explains that all through life we identify objects through touch without looking whether reaching into a desk for an eraser, getting a specific object out of a loaded pocketbook, or locating something in a pocket. Some students with handicaps (Ex. cerebral palsy) make lack this ability. In school this means student may need added time to locate materials.	Think about the time you have to identify right & left or identify an object, texture or temperature without looking. Please list at least 4 examples. (Put name on paper and give to leader if credit is sought. Leader would give papers to Worksnop Director at conclusion of sessions.)

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE OF ACTIVITY	QUESTIONS IF DONE FOR RECERTIFICATION CREDIT
ALREADY LISTED UNDER #1	2. Thermos with hot water. Ice bucket with ice cubes. Light material like styrofoam. Heavy object like rock or iron. Smooth material like satin or velvet. Rough sand paper. Blind fold.	Blind fold a volunteer & say; "I will put different objects in your hand one at a time. They will be of different weights, textures, temperatures. Tell me what you feel.	This exercise adds three more skills which we take for granted-temperature, texture and weight. Again some students with special needs lack them. Lack of temperature awareness, common where there is paralysis, means special care needs to be taken to avoid hot plastic seats in cars sitting in the sun; frost bite if a bus heater is not working in sub-zero weather.	Questions covered under #1
ALREADY LISTED UNDER #1	3. 2 plastic bags & scotch or transparent tape (avoid sandwich bags because they are too thin.)	Get volunteer who has shoes with laces. Unlace shoes except for first holes. Put plastic bags on each hand snugly and tape around bag at wrist. Ask volunteer to lace shoes quickly.	This is another example of how the acute sense of touch can facilitiate an everyday activity.	Questions covered under #1.
20 Min.	1 wheel chair (drug store, perhaps a hospital, or a user; VAC in Rutland would loan one for the session) of the folding type. 2 yard sticks Heavy twine Scissors One school chair fastened or not to desk 4 pieces of chalk.	1.Get volunteer with slacks or pants & fasten two sticks to stiffen knee joint by fastening twine below and above knee & near hip. Lock wheel chair brakes on both sides & turn foot plates back for safety. Then have volunteer sit in chair & transfer in and out of desk chair. 2.Get another volunteer to sit in chair using same safety measures. Release brakes & have volunteer make smallest possible turn. 4 other volunteers should mark the outside 4 "corners" of the circle with chalk. Measure space between 2 opposite chalk marks to show why toilet stalls, have to have about 60" free space for turn arounds. 3.While same volunteer is in chair, measure overall width including hands when propelling wheel chair.	1. This is a harder, and often noisier process than is expected. It takes skill. 2. Safety measures like brakes & foot plates prevent wheel chair accidents when getting in or out of chair. Also, this exercise shows why added space is needed for any turn a chair needs whether at the top of a ramp, in a toilet stall, etc. 3. Classroom aisles, doorways, etc. all need to be wider than the width of the chair with space left for the hands & inexact "driving".	List all the observations made about these exercises which pertain to wheel chairs. There should be reference made to the safety precautions of always fastening the brakes and flipping back the foot plates before getting in or out of the chair.

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE OF ACTIVITY	SUGGESTIONS IF DONE FOR RECERTIFICATION CREDIT
20 Min.	(To be done only if school is near a Rehabilitation Center or a brace shop, or has many students using apparatus). Possible apparatus: over ear glasses } Hearing aid body worn) Aids for the visually handicapped (State Library - Special Services Div. Montpelier has many). Talking Book Machine, catalog & record or cassette. Long leg brace with locks. Short leg brace. Night cast. Spacer to make thumb - fore finger grasp possible.	Let participants handle each piece of apparatus. Things to consider are: The weight of braces The need to lock & unlock braces when sitting or standing. The added time in dressing needed for a brace wearer. How a hearing aid sounds & how delicate it is for little active children Listen to a talking book machine & review a catalog. (available for the blind & students with problems turning pages or holding books) Try to pick up a book between any 2 fingers except thumb & forefinger.	To acquaint participants both with the wonderful compensations and nuisance values of apparatus. NOTE: School nurse might be able to locate an array of equipment for such a workshop.	Describe at least 6 things you have learned from this experience. (Sign name if for credit, give to leader who, in turn gives papers to Workshop Director.)
20 Min.	2 full length ace bandages (may be the School Nurse has some or some student at home)	Be sure a participant has a back zipper on a skirt or dress. Have volunteer hold each arm in turn fully extended and wrap elbow joint so bending is extremely difficult. Then ask person to unzip back zipper	To show that limitations in range of motion, common to many orthopedic problems slows up many activities or makes them awkward or impossible to perform.	How can you see limited motion in one or both elbow joints affecting school? (Sign name if for credit, give paper to Volunteer who will pass it along to Workshop Dir.)
20 Min.	1 pair of swim goggles 1 " regular glasses 1 roll of plastic wrap Transparent tape Fix 2 cardboard pieces the size of goggle lens with $\frac{1}{4}$" hole in center. Fix 2 $\frac{1}{2}$" circles of cardboard. Fix 2 cardboards exactly half the size of the right side of each regular lens.	1. Crumple piece of plastic wrap & put behind each swim goggle lens. Have volunteer(s) try to read. Remove wrap. 2. Tape cardboard circles $\frac{1}{4}$" to goggle lens and ask volunteer(s) to describe what is seen without moving head. 3. Using regular glasses with minimal correction tape cardboard circles $\frac{1}{2}$" to centers. Again ask volunteer(s) to tell what is seen. Remove circles. 4. Tape half lense covers to right side of each regular lens & have volunteer(s) describe the sensation.	1. Simulates decreased acuity 2. " tunnel vision with good vision ahead but nothing at sides, top & bottom. 3. Simulates normal peripheral vision but no central vision. 4. Some children with a specific brain lesion may have normal vision in only one side of each eye. They must keep moving their papers and/or their heads to see; they may miss parts of what is on the chalkboard.	What did this exercise tell you about vision? (Sign your name if for credit, & follow procedure described above.)

IMPLEMENTATION SUGGESTIONS IN-SERVICE CONTINUED

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE	SUGGESTIONS IF DONE FOR RECERTIFICATION CREDIT
2 hrs.	1. If 5 16mm. sound projectors are available, and 5 experienced operators, a MOVIE MEDLEY is effective for it gives participants a chance to stretch and move when going from one to another. This would also require 5 rooms in a school reasonably close together. WALLS MAKE OK SCREENS or 2. Get one projector, one large room for all participants & 5 movies. People with handicaps might be present to discuss questions while films are being re-wound. IDEALLY, WHICHEVER APPROACH IS USED START WITH THE FILM, "A DAY IN THE LIFE OF BONNIE CONSOLO."	1.A dittoed schedule needs to be given to each participant to tell which movie is shown where. or 2.If total group is together, someone should act as chairman for general discussion about the movie seen, or questions to be asked if persons with handicaps are there for this purpose. MOVIES ARE LISTED UNDER RESOURCES TOWARD END OF MANUAL. ESPECIALLY APPEALING ONES, ASIDE FROM THE BONNIE CONSOLO ONE, ARE: "What Do You Do When You See A Blind Person?" "Deafness & Communication" "A Little Slow" "Being" "For Those Who Teach" "Sound of the Trumpets"	To get factual data about an array of common handicaps, and the accomplishments made in spite of them.	Comment briefly on the IMPACT of each movie on you. (Did you like it and why? Did it offend you and if so what about it really bothered you? Did you learn much about handicaps? What?) (Follow same procedure listed many times above if taken for credit.)
2 hrs.	PANEL ON "MAINSTREAMING" POSSIBLE MEMBERS H.S. Students with handicaps Parents Teachers & Guidance with past experience with disabled students Administration (Panel members should be articulate and enthusiastic about "mainstreaming".)	Administration would discuss "mainstreaming" as mandated by Public Law 94-142. Panelists might discuss the advantages of "mainstreaming"; the problems and possible solutions.	To discuss a subject which will be part of every regular school from now on, but which is relatively new to schools and students with severe handicaps.	"Mainstreaming" involves feelings about people with special needs. The following form will take the place of a question should be filled in by all but signed and given to leader only if credit is being sought.

Rate your reaction to the following handicaps from #1 being the most acceptable to #21 the least acceptable and give your reasons for choice #1 and #21 only.

RATING	HANDICAP	REASONS FOR #1 AND #21 CHOICES
	ALCHOHOLISM	MOST ACCEPTABLE
	AMPUTEE	
	ARTHRITIS	
	ASTHMA	
	BLINDNESS	
	CANCER	
	CEREBRAL PALSY	
	DEAFNESS	
	DIABETES	
	DWARF	
	EPILEPSY	LEAST ACCEPTABLE
	EX-CONVICT	
	HEART DISEASE	
	HUNCHBACK	
	MENTAL ILLNESS	
	MENTAL RETARDATION	
	OLD AGE	
	PARAPLEGIA	
	STROKE	
	TUBERCULOSIS	
	ULCER	

NAME _____

DATE _____

IMPLEMENTATION SUGGESTIONS IN-SERVICE CONCLUDED

TIME NEEDED	MATERIALS NEEDED	INSTRUCTIONS	PURPOSE OF ACTIVITY	SUGGESTIONS IF DONE FOR CERTIFICATION CREDIT
2 hrs.	16 mm. projector & experienced operator 2 Movies (see RESOURCES) "CRIPPLES NEED NOT APPLY" & "LEO BEUERMAN" 4 PANELIST & CHAIRMAN 2 adults with handicaps who are employed 2 employers who have hired persons with handicaps	The order would be: 1. PANELISTS ANSWERS TO QUESTIONS 2. MOVIES 3. AUDIENCE-PANELIST INTERACTION Questions of employed people might center on problems they may have had securing work, what they do, if they are doing what they want or what they had to do to get work, etc. Questions to employers could focus on the advantages/adjustments needed to hire a person with a handicap.	The combination of seeing people who are employed and employers who employ the handicapped, coupled with two striking movies, is meant to point to the realistic work potential of persons with special needs. THEY ARE LIKE OTHER PEOPLE!	Think of the factories, doctor's offices, dentist's offices, churches, public buildings, voting sites, etc. in your community. Make a list of those you think would be completely accessible to a person who cannot manage stairs because of heart disease, emphysema, use of crutches & long leg braces, wheel chair, canes, etc. List the jobs you know of which are held by persons with handicaps. How many positions within the school system do you think could be held by a person who cannot walk? - who cannot hear? Please list (Again, as before, the same plan for signing the answers to the questions & handing same in if credit is sought.)
6 hrs.	Package on Mainstreaming prepared by the Council for Exceptional Children (Teacher Training Workshops on Individualized Instruction) available From Vocational Planning for the Handicapped Office of Federal Programs, State Dept. of Education, Montpelier, Vt. 05602	Full instructions are included in the packet. There are 4 workshops: I Mainstreaming: Attitudes and Alternatives II Informal Diagnostic Techniques III Prescriptive Teaching IV Something from Nothing. There is but one Project purchased kit. Therefore, it is essential to know it is available and complete before a workshop series is arranged.		

OTHER IMPLEMENTATION SUGGESTIONS

INVOLVEMENT OF STUDENTS

Students are the potential friends, neighbors and co-workers of the future for the student with special needs. Inclusion in any of the simulation programs, or movies, or building surveys can help share their feelings about students with special needs. So can any of the following:

- Being a buddy on a field trip for a blind or a deaf student.
- Using activities suggested in Section II add some fun and socialization to students whose out-of-school life may be devoid of peers.
- Offer some one-to-one help in the classroom.
- Help in the cafeteria if help is needed and wanted.
- Invite a student with a handicap to a football game or other sports activities.
- Try to include a disabled student in school extra-curricular activities such as a ticket taker for a dance, etc.
- If sustained adult supervision is available, and students are mature and responsible, building surveys to identify barriers may be done by students. They may be the builders, architects, School Board Members, or employers of tomorrow and knowledge of building barriers could reduce their perpetuation (See "A School/Community Approach to Creating A Barrier-Free Envirnoment" under Section III RESOURCES at end of manual.)

INVOLVEMENT OF PEOPLE WITH HANDICAPS

- In workshop sessions
- In building surveys
- On panels

They know only too well what their special needs are. They want others to know. They want to make things easier for students who follow them. Like any people, some may be shy and prefer not to participate but many WANT TO HELP AND WANT TO BE ASKED.

THE POSITIVE APPROACH WITH SCHOOLS

School personnel, faced with students with very special needs, are often uncomfortable because they lack training in how to meet these special needs. They are painfully aware of their shortcomings. What they want to hear is how to learn more, how to help more effectively, and not how they have failed or what has been done wrong. They care. They want to help these students.

FUNDING AND PUBLIC LAW 94-142

It is possible that special equipment, special staff, the reduction of barriers, etc. - needs for which a school currently has no program and no funds - may be forthcoming in whole or in part under this law.

STUDENT CAREER CLUBS

By Senior High School, all students are starting to wonder about the future, some with only mild concern and others with real fear. If a Guidance Counselor or volunteer retired business person had the time and the leadership ability needed, student interest might be generated to form a small or large group. The material listed under Grade X (Sub-tab divider marked Sr. H.S./Voc. Tech. Schools), has much material which could serve as a guide. This could be of special importance in schools without a full Career Education Sequence K-12 or one which gives token time to the matter of career planning.

If such a group were formed, the difference between general CAREER DIRECTIONS and SPECIFIC CAREER CHOICES should be stressed for maturity, experience, exposure, and even luck may change anyone's career choices many times.

The paperback "WORKING" by Studs Terkel could be an entertaining way of introducing the variety of jobs on the one hand, and the varying degrees of job satisfactions and dissatisfactions on the other. (Avon Books - Div. of Hearst Corp. 959 8th Ave., NYC 10019 $2.25.)

Subjects for such a group, could cover grooming for the job, promptness, regular job attendance, preparation of a suitable resume, role playing on job applications - the range is limitless. The group could be based upon interest and not limited to students with special needs.

BUILDING/CLASSROOM COMMUNITY SURVEY

From the parking lot, to the entrance, all over the school, to the classroom there may be building barriers which prevent access to and full use of the building by students with special needs. Likewise the community, be it church, medical facility, businesses, factories, recreation sites, restaurants, and public rest rooms may also bar these students from usual participation.

This could call for any of many possible activities from the quick and easy one of the classroom to the complex and time-consuming one of surveying an entire community. All it takes is a CATALYST who cares that the student with special needs can be truly "Mainstreamed" into the school and/or the community. The CATALYST could be a classroom teacher, the Music Department access to which is not possible for a disabled student who loves music, to a Building Trades teacher who welcomes a worthwhile and needed project for students. The NEED IS PRESENT IN EVERY SCHOOL AND EVERY COMMUNITY.

Details for the full range of possibilities are included under RESOURCES, "A SCHOOL/ COMMUNITY APPROACH TO CREATING A BARRIER FREE ENVIRNOMENT".

I CAREER EDUCATION SUGGESTIONS

With rapid technological changes in our work world, as reflected in the contrast between the 1939 and the 1965 editions of the DICTIONARY OF OCCUPATIONAL TITLES (In 1939, 17,422 separate occupations were listed; in 1965, 21,741), a way needed to be devised to increase the relevance of education in terms of the future, and thus reverse the many evidences of discontent so amply manifest in the 1960's - absenteeism, high dropout rate, increased drug use, violence, and a parent-student dichotomy of unusual proportions. Students by the thousands were literally "turned off" on education, the family, government, and our capitalistic system of economy with its related focus on materialism. "The way" which was devised is CAREER EDUCATION, a way of increasing student's awareness of themselves, their uniqueness and potential, occupational choices, of assessing the vital and personal aptitude/interest qualifications with individual job requirements, and, most of all, a way to give relevancy to education to enhance readiness for and satisfactions in later economic independence. In 1971, the then U.S. Commissioner of Education, S.P. Marland, Jr., said "Educators must be bent on preparing students either to become properly and usefully employed upon graduation from high school or to go on to formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses - whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse."

With the newness of this approach, and the way it requires a re-structuring of educational thinking and planning, there is still far from widespread application of its principles in the nation's schools, but there is progress. In Vermont, Career Education is an integral part of the Division of Special Education and Pupil Personnel Services of the State Department of Education, and about a third of Vermont's schools are programming in this direction, starting with its very youngest students, since the career education process involves a series of increasingly refined procedures. Initial results are encouraging; broadened planning in this direction seems assured. It is too early to know if this way of planning will appreciably alter attitudes about education, work and general satisfactions in living.

Career education, if fully utilized by the handicapped, is an ideal approach to three of their special needs. It starts with widespread exposure to many jobs and thus serves to counteract their common lack of knowledge of the job world. It focusses on work behaviors and the critical personal/job skills matching needed for successful and satisfying work placements. It provides knowledge about the unbelievable array of possible work choices with their different needed physical and mental skills to somewhat offset the range of employment possibilities limited by the handicap itself. Therefore, because of these and the current grim employment picture of the handicapped, a part of this project relates to suggestions to maximize participation of students with handicaps in all career education activities, or, for schools without career education, to suggest activities which could help.

Basic to all Career Education is the relationship between classroom studies and the real world. While there are three developmental levels of career education in Vermont, there is neither a pre-determined cut-off point from one to another, nor a dropping of one for the next.

AWARENESS - Career Education starts in elementary school with awareness - awareness of self, awareness of self in relation to others, and awareness of the exciting diversity of the world of work. This time is one of expanding horizons. (Ira Allen School students in Burlington, for instance, were amazed to find out on their own that their neighboring medical complex, the Medical Center Hospitals of Vermont, had 90 <u>different</u> jobs.)

EXPLORATION - In Middle School or Junior High School the entire process becomes more specific and refined as students learn more about their own skills, job clusters, the interrelatedness of jobs within those clusters, and clusters or specific jobs which seem to relate to their own aptitudes and interests. Exposure to jobs is more concentrated such as shadowing a worker from dawn to dusk to learn both about the details of work responsibilities, and the impact of the job upon life styles.

PREPARATION - In about Senior High School there is further refinement as still more awareness of self skills, interrelationships, and differences in jobs evolves. This is the time for learning via participation on an actual job; the time when students start to seriously consider the field in which they will pursue a career.

The following suggestions were developed so students with handicaps may participate in all of these sequences of Career Education so they, too, may be readied for the requirements, responsibilities, benefits and dignity made possible through employment well chosen and performed.

	FIELD TRIPS (2-5 students per trip)	RESOURCE PERSONS	HANDS ON EXPERIENCE	ROLE PLAYING
GENERAL (applies to all)	Additional supervision. Instamatic cameras and tape or cassette recorders helpful. Extra preparation. Students with handicaps need to know ahead what is to happen; clear cut expectations of their participation. General concern for the safety of all, including the handicapped, especially around hazards. Avoid grouping handicapped in any one group. Let host know of handicapped students and modifications to help. Follow-up not only to learn what students learned and questionned, but what a handicapped student might have learned which others missed.	Use employed handicapped as Resource Persons whenever possible for the good of all including the handicapped student. Resource Person should be told about students with handicaps and the modifications each needs so hands on material and explanations have relevance.	Handicapped students should have even added hands on experience if possible (before and after Resource Person's appearance) since to many this could be their best avenue of learning.	Rehearsal prior to class presentation for a handicapped student, but with ideas coming from the student and not the teacher, in order to make sure handicapped student comprehends the role & has the needed speech, motor skill, etc. to make the presentation meaningful to the class. If speech is not understood, teacher should attempt to have student write word or draw a picture but teacher shouldn't fake comprehension.
BEHAVIOR	Develop contracts and/or agreements for students with limited self control for specific behavior. Clarify school expectations. Give acting-up students leadership responsibility - small groups - older student helpers on one-to-one. Plan length of trip on student tolerance. Use older students interested in careers with handicaps. Watch out for safety.	Same as for FIELD TRIPS.	Same as for FIELD TRIPS.	Same as for FIELD TRIPS and structure should be well understood by child with poor self control. Length of role playing should be clear. If behavior disintegrates in activity, participation should be short or re-directed into different role.

	FIELD TRIPS	RESOURCE PERSONS	HANDS ON EXPERIENCE	ROLE PLAYING
HEARING	Buddy system to re-state what was not understood. Preparation for trip with focus on new vocabulary, books with pictures on relevant areas (this may need to be beyond regular class work and long before). Learn from hearing handicapped student what was learned & then make corrections. If information given to group enroute, position hearing handicapped near speaker.	Avoid asking if hearing handicapped student heard. Instead, when there is question, ask student to repeat what he/she thought was said. Avoid pretending if hearing handicapped was not understood. Request repetition, an important pattern to set for a student in need of doing this, whenever comprehension is lacking. Otherwise same as for FIELD TRIPS.	Same as for FIELD TRIPS & RESOURCE PERSONS.	Increased use of visual materials for the hearing handicapped student. Get immediate feedback from student on his/her understanding of what was demonstrated/said so there can be instant clarification/correction if needed.
MEDICAL	Buddy for student with medical problem (diabetes, epilepsy, heart, etc.) Avoid timing field trip to interfere with medication time unless a parent might go and attend to this. Avoid timing which might interfere with toileting for an incontinent student. Be sure regular meal schedule, essential to diabetics, is not interfered with on field trip.	No modifications unless visit of RESOURCE PERSON interferes with medication/toileting schedule, and seating near exit would handle this inconspicuously.	Same as for FIELD TRIPS & RESOURCE PERSONS.	Same as for FIELD TRIPS & RESOURCE PERSONS

CAREER EDUCATION AWARENESS

	FIELD TRIPS	RESOURCE PERSONS	HANDS ON EXPERIENCE	ROLE PLAYING
MOTOR	Check means of transportation for feasibility before trip. Survey field trip site for architectural barriers ahead and alternate entrances, freight elevators, etc. for by-passing stairs for non-walkers. Check access to toilet or arrange shorter field trip for student in wheel chair. Allow extra time for the poor walker or non-walker. Provide strong person(s) to manage lifting or carrying. (Use consultant for motor handicaps for instructions on safety for lifter.) Arrange alternate site where indicated. Safeguard student with poor balance from machinery.	Board may be put across wheel chair arms or lap board, or lap board on lap for writing surface.	Student in wheel chair may need lap board across arms of wheel chair for hands on experience.	Assistance with materials used in role playing. May need buddy to steady balance and guide hands. Motor handicapped student could describe what other student is pantomiming.
SPEECH & LANGUAGE IMPAIRED	Much preparation for the visit to be sure vocabulary to be used is understood. Verbal response should never be invited but accepted if volunteered. If not understood, adult could write down subject and have teacher clarify concern or learn what student wanted to say.	Same as for FIELD TRIPS.	Same as for FIELD TRIPS.	Have alternate methods of role playing - stick drawings, pantomiming if speech & language impaired are to role play. If speech is volunteered it should be accepted.

CAREER EDUCATION AWARENESS

	FIELD TRIPS	RESOURCE PERSONS	HANDS ON EXPERIENCE	ROLE PLAYING
THINKING	Pre-trip preparation in keeping with thinking problems. Have host simplify explanations & replace verbal explanations with concrete activities when possible. Teacher needs to be very involved so learning, commensurate with ability, actually takes place. Non-readers may be verbal and this strength and leadership role should be utilized.	Basically same as Field Trips.	Same as Field Trips.	Same as Field Trips plus slow learner may be super in verbal skills and this may be his/her area to shine!
VISUAL	Buddy system to guide blind study, tape recorders to reinforce learning; film for teachers on "How to Help a Blind Person". Buddy might put blind student's hand on a tool or motor (safe part) to strengthen his/her comprehension which others get via eyes; tell what a movie showed.	Buddy to help blind student participate & understand what Resource Person demonstrated; help with hands-on part.	Buddy system to help the blind or severely impaired student feel tools & participate in a hands on experience with safety by putting buddy's hands over student's hands as a guide until student can take over unaided.	Teacher should watch to learn what blind student comprehends. Class discussion of what was done in role playing for visually handicapped student. Stress on what blind student comprehended which others missed when noted.

CAREER EDUCATION - EXPLORATION & PREPARATION

Basically the same suggestions apply to all stages of Career Education but the following may be needed for (EXPLORATION (PREPARATION

- The student with a handicap should be expected to try; to make decisions or responses on own if possible.
- The more involved the task, the more teacher assistance will be needed. Volunteers are always a possibility but older students, interested in service careers, could help & test out their own skills & patience at the same time.
- Memberships of service organizations consist of employed people often well acquainted with the work world. They can be very helpful in locating working people for the handicapped to "shadow", people who would be natural rather than over-solicitous, and patient as well.
- Students, whether handicapped or not, who go on exploratory visits, could take along a WORKER INFORMATION FORM to fill in and return to the school for his/her future use or that of other students. In the process of having the form filled in, knowledge of the job would be strengthened. (Exception: If school already has form filled in by employer to be visited. Check ahead with school.)
- A buddy for a student with a handicap makes good sense in work exploration, or preparation, or training in an Area Vocational-Technical Center.
- Schools with a Cooperative Vocational Education Program, either having or not having Career Education, will find the Co-Op Educator extremely helpful in learning about feasible exploration - preparation possibilities.
- Get the business community involved; get parents involved. Either group needs to know what you are doing; both groups can help.

II THE SEVERELY & MULTIPLY HANDICAPPED STUDENT

Appreciating that each student is different in age, function, background, life experiences, motivation, and the nature of the handicap as well, there still are some factors which are commoner than not among this group because so many bodily functions are impaired:

- Handicaps affecting mobility, communication, motor control and/or self care, limit opportunities for moving about, exploring, and asking about our world; learning through play; and growing up through the process of increasing self independence and taking responsibility. The total impact of this can be less than usual maturation, independence and knowledge of the world.

- Severe handicaps often "lock in" abilities, a frustrating situation for the able student, and awesome challenge for the school which, hopefully, will find ways to "unlock" some of these abilities in preparation for the after school years.

- Severe handicaps oftener than not preclude socialization with peers; prevent any exposure to competition, to games, to fun often inside and outside of school.

It will take highly specialized people to determine later on if work, sheltered or otherwise, is feasible, but during the school years much can be done to maximize these students' chances for work and/or for a meaningful life once school days are over. The awareness and exploration aspects of Career Education are as necessary, possible and helpful to these students as to others. Work participation, which comes toward the end of high school, should be tried if possible; alternatives, suggested in this section, may be used if it is not.

Interaction with others, team work, the ability to accept winning and losing, taking criticism and suggestions, following rules and directions are common to both the world of play and work. Likewise, people who work need the "battery re-charging" which comes from socialization and recreation. The school can serve the severely handicapped student well, therefore, by introducing him/her to the wide array of activities which recreate.

There will be many hours in a severely and multiply handicapped student's school life when fellow students are active in pursuits not feasible for him/her such as active sports or dances. Likewise, in any school group, there are students without physical handicaps who seem unable to participate in group activities or in sports. Having them use some of the activities suggested here, and with a severely handicapped student, may be therapeutic for both, and fun as well.

Each activity listed which is rated as "M" or "?" for a specific handicap does <u>not</u> have suggested modifications. It was thought that the sampling of modifications given is enough to show school personnel how simple modifications need to be to facilitate participation, that they are man made and not necessarily by experts, and ones which any interested teacher will add and add to. The activities listed and described are given to show how many are possible for students regardless of the severity of their handicap(s).

SPECIFIC SUGGESTIONS FOR SCHOOL PERSONNEL

I. Most schools have course requirements for specific years. Because the public school may be this student's last formal education, and the only opportunity in a lifetime for exploring interests and developing skills around those interests, some course planning for the severely disabled may need to be flexible and literally tailored-to-fit. In order to plan suitable course work

throughout all of the school years it is necessary to constantly explore interests as follows:

A. Learn about evidence of past interests and aptitudes from the cumulative Observable School Skills K-6 forms if one or a series exist in the present or past schools.

B. Parents or caretakers, who spend more time withthe student than the school, may have valuable information to pass along. Getting to know parents will also help the school know if they need special counseling, or can be expected to reinforce whatever the school is attempting to do. They are the people with responsibility for the student for a lifetime. Therefore, it is unusually important to establish and maintain a close relationship between school and home.

C. Any one of a series of possibilities will help pinpoint interests; continuation of an activity which seems to draw interest will show if that interest is sustained.

1. The student may have some well developed interests. Ask him or her.

2. Use of the suggestions on the check lists of this section will help maximize the student's participation in many activities. Particpation can show both about interests and abilities.

3. A trip around every part of a school, and around an Area Vocational-Technical school as well, will show the student the array of training possibilities that schools offer and help to pinpoint interests as the response of the student is observed.

4. Common classroom activities offer constant opportunity to test interest in a wide variety of subject areas.

5. Mini field trips, chaperoned by an older student or other volunteer, not only expose a student to many areas of potential interests, but fill some gaps in knowledge common to peers, such places as the Humane Society, a florist, a greenhouse, the telephone company, any kind of factory, a radio station, a TV station, a dairy, an artist at work, a craftsman at work, a play, an orchestra either rehersing or giving a concert, a college, a court, the library, stores, etc. (There are suggestions pertaining to field trips under CAREER EDUCATION.)

6. Books, either those read by the student or read to him/her, on a variety of subjects are helpful in determining interests.

II. Reading, because it offers vicarious living and is a source of learning as well, is especially important for a severely handicapped person. If a teacher fails to evoke interest in reading, or is unable to help a handicapped student master the skills, there is always the possibility of help from the State Department of Education, or Special Education, or the Reading Clinic of a teacher training college, or a Consulting Teacher if there is one within the school district.

III. Even for course work which may not be feasible for the disabled student to take, there may be learning and satisfactions from auditing. This might be especially true of certain parts of all sports classes as a new sport is taught; of art; of music; of science; building trades, etc.

IV. Any community, even the smallest, has possible volunteers to help teacher with the time consuming process of adapting school materials for use by the handicapped student; of giving whatever one-to-one instruction may be necessary. Older students, community organizations, retired people and student DUO programs are good sources of volunteers.

V. Seeing movies listed in Section III, Sub-Section on RESOURCES, about specific handicaps may be of interest to students and school personnel as well.

VI. Any school has its share of inventive, creative people. Use them to modify games so a handicapped person may participate; so school materials can be used. It could be older students, classmates, a teacher or a volunteer.

VII. Feel free to cry "HELP" when you need it. The Division of Special Education & Pupil Personnel, State Department of Education, State Office Building, Montpelier 05602 (Tel. 828-3141) is always a good place to start. (There are other suggestions listed under Section III - STUDENT PLANNING/RESOURCES.

VIII. If the handicapped student is unable to communicate through speech, an assortment of pictures, collected and mounted by a volunteer, might be extremely useful in communicating with this child. For instance, if the child seems to be uncomfortable, a simple outline drawing of a child, including facial features, might be all that is needed to learn from the child, as area after area on the drawing is touched, where he/she hurts. Mounted pictures of family members may clarify who the child is struggling to tell about. An array of numbers might make it possible for the child to select the correct ones to show if he has mastered an arithmetic process; letters, for spelling, etc. History information on a child's rehabilitation may show that a different type of communication system, other than speech or writing, has been taught and that an explanation of that system could be available on request.

XI. Never give up! The student has to live with handicaps a lifetime. If you have even tiny successes you may be leading toward life-long interests.

EDUCATION IN ITS BROADEST SENSE PREPARES STUDENTS FOR LIVING. BECAUSE LIVING MAY HAVE TO BE DIFFERENT FOR THE SEVERELY DISABLED, SO EDUCATIONAL PREPARATION MUST LIKEWISE BE DIFFERENT BUT THE BASIC GOALS OF EDUCATION REMAIN THE SAME FOR ANY STUDENT.

MOTOR ACTIVITIES

GAMES DANCE SWIMMING

GENERAL SUGGESTIONS

HANDICAP

MEDICAL - DIABETES - Learn about possible problems from school nurse, parents or physician. Encourage participation in active sports and games and avoid activities which cause extreme fatigue. Maintenance of meals & medication schedule is essential.
EPILEPSY - If not fully controlled by medication, potential risk sports like bicycling, horseback riding, climbing activities and contact sports should be avoided. Buddy system plus adult supervisor essential for swimming.
HEMOPHILIA - No contact sports.
HEART CONDITIONS - Have School Nurse check with doctor on type, amount and duration of physical activity.

MOTOR - Students with poor motor control may not do activities with anywhere near the perfection of others, but can get real satisfactions out of activities even though activities appear poorly done. For seated activity, good support, feet on floor, and table height are critical. Children with poor hand control may do better with larger or smaller manipulatory objects (try both and see which is better); some with very limited hand control may manage with wand attached to head gear (like football helmet) or even using feet. (See possible resource people to help. Physical or Occupational Therapists or Adaptive Physical Educators are the ones to contact.)

SPEECH & LANGUAGE - Encourage but do not demand speech from student with speech difficulties. Accept gestures if child uses them. The activity is what counts.

HEARING - Good lighting on face of speaker, nearness to deaf student, normal speech volume and rate, always facing student, and free use of gestures and demonstrations will help deaf or hard of hearing student follow directions and game play. A buddy could guide hearing handicapped student if directive is not understood. Hearing aids should be removed in active sports unless verbal clues (like football) are essential and parents are willing to risk damage to hearing aid. (Hearing aid insurance is available and might be wise if aid has to be used in sports.) In dance activities, allow placement of hands on piano or record player to feel vibrations and get beat while teacher uses exaggerated beat count. In square dancing, once dance patterns are learned, hearing handicapped student can get clues from others and participate well. A wood floor transmits vibrations so a deaf or severely hearing impaired student feels the vibrations easily.

BEHAVIOR CONTROLS - Teacher should know tolerance of student in order to control some environmental factors such as excessive noise, distractions. Student should always know ahead what is expected of him/her.

VISION - Thoroughly introduce student to an unfamiliar play area before starting play so as to know the size, and nature of boundaries. Watch this process and get an idea what clues are used. Boundaries can be indicated by varying their compositions from that of the play

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ACTIVITY: FOLK DANCE: TURN AND PEEK

MATERIALS Record player or piano music. Record (refer to Motor Resource on Dance)
DESCRIPTION No partners. May be done in circle. Actions include peeking, clapping, turning, and acting various actions such as chopping wood, jumping rope, climbing, swinging or exploring various movements such as driving a bus, etc.
MODIFICATIONS For those with limited mobility, actions may be simplified to simple hand and arm actions. Caller will use "action time" as cue, allow each child to choose an action.

ACTIVITY: FOLK DANCE: SHOEMAKERS DANCE

MATERIALS Record Player. Record (refer to bibliography)
DESCRIPTION Circle formation with partners. Scattered with partners (no regular formation)
Basic steps: Polka or skip or slide step
Dance begins with hand movements depicting shoemaker
Directions found in: Dance, A Complete Guide to Social, Folk, and Square Dancing p. 63
MODIFICATIONS Wheel chairs and scooters would simply propel self when dance requires polka or slide step.

ACTIVITY: DANCE-A-STORY: RAGDOLL, BALLOON

MATERIALS Record Stories available from:
RCA Victor Record Division
155 East 24th Street
New York, New York
DESCRIPTION This record story allows children to use their imagination and become a ragdoll (or number of other things) and move to musical accompaniment which is very appropriate for subject matter. For additional suggestions along this line refer to Dance in Elementary Education by Murray.
MODIFICATIONS Because there are no specific dance steps this allows more freedom and less frustration. Place the child in a position which allows as much freedom of movement as possible. Children in wheel chairs might prefer to be on the floor.

ACTIVITY: BASIC MOVEMENT TO MUSIC

MATERIALS Records - Suggestion Tijuana Brass. Children's Songs.
DESCRIPTION Perform various head, hand, trunk, leg and feet movements to accompanying music.
MODIFICATIONS Movements chosen will depend on involvement. Simple rolling to music could be a beginning. Such an activity usually allows everyone to come up with some movement.

ACTIVITY: RHYTHM BAND

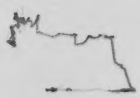
MATERIALS Rattles, rhythm sticks, tambourine, head bands, etc.
DESCRIPTION Any container that may be sealed such as paper cups or margarine containers with rice or beans makes a rattle; wooden spoons or dowels; head band with bells attached: all three provide rhythm instrument which can be shaken or hit to the music.
MODIFICATIONS Those with good hands and arms may use practically any type of rhythm instrument. Those with poor hands will need rhythm instrument which they can grasp. If hands are too poor, attach head/arm/or leg band.

VISION - concluded

area, or, for those with some vision, they could be painted white. If balls are used, they should be yellow or white for maximum visibility. Balls with rattles inside help alert a student of their position. Guide wires for various activities are helpful to show directions, stopping point, etc. Make up in speech for what the student cannot see but allow time for student to comprehend and act on what is said.
A buddy system is helpful in starting an activity.
Guards should be worn to protect glasses.

LET THESE CHILDREN TRY ACTIVITIES. THEY ARE THE ONLY ONES WHO CAN DETERMINE IF THE SEEMINGLY IMPOSSIBLE IS POSSIBLE. BE PREPARED FOR SURPRISES. HIGHLY MOTIVATED STUDENTS CAN MAKE AMAZING COMPENSATIONS IF GIVEN THE FREEDOM TO TRY!

ENCOURAGE VOLUNTEERS (STUDENT OR ADULT) TO MAKE GAMES OUT OF SCROUNGE MATERIALS TO INSURE USE OF GAMES IN ALL HOMES. Balloons, for fearful children, provide a gentle, non-scary way to introduce ball sports. Position child wherever play works - on a table, on the floor, in a wheel chair, on a stretcher in a body cast. Some modifications will always work if there is determination by all to make it work.



KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: MOTOR (INDIVIDUAL & DUAL ACTIVITIES) ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Archery	P	P	P	P		M	M?	M	M	M	M	M?	P	M
Badminton (regular or balloon)						M	M?	M	M	M	M	M?	P	M
Bowling						M	M	M	M	M	M	M	P	M
Croquet						M	M?	M	M	M	M	M?	P	M?
Barbells						P	M?	M	M	P	M?	M?	P	P
Fencing						P	?	M	M	M	M?	?	P	M
Golf (Putt-putt)						M	M?	M	M	M	M?	M?	P	M
Handball						M	M?	M	M	M	M?	M?	P	M
Horseshoes						M	M	M	M	M	M?	M?	P	M
Paddle Tennis						M	M?	M	M	M	M?	M?	P	M
Quoits						M	M	M	M	M	M?	M?	P	M
Shuffleboard						M	M	M	M	M	M	M	P	M
Ping Pong						M	M?	M	M	M	M?	M?	P	M
Table Tetherball						M	M?	M	M	M	M?	M?	P	M
Pool (Billiards)						P	M?	P	P	P	M?	?	P	M?
Bicycling						M	M		M	M	M	M?	P	P

ACTIVITY: SHUFFLEBOARD

MATERIALS NEEDED Colored discs - 2 colors and 4 of each color using bottle caps painted or with colored paper glued in center, or checkers. Diagrammed court done with masking tape on table, or board with side rails with open end toward board to prevent spills.
GENERAL DESCRIPTION Object of game is to push discs with hand to scoring area in attempt to score more points than opponent. If done individually, aim for improved score.
POSSIBLE MODIFICATIONS Use table top or board rather than floor or sidewalk court. Size may be standard 6 ft. 10 in. X 18" or shorter dependent upon balance, strength & stretch. Visually handicapped need to feel entire court before starting; sighted partner tells when blind players disc has landed and keeps score for both. Head gear with wand to push discs if impossible to use; thicker discs and floor court if feet have to be used.

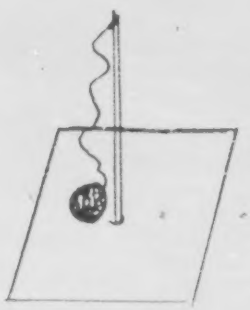
ACTIVITY: PING PONG

MATERIALS Ping Pong Paddle (grip built up or cut down dependent upon user). Ping Pong balls with or without attached fish line for easy retrieval for non-walkers. Portable plywood board (1/3 of standard plywood sheet 4 ft. X 8 ft. X 1/2 inch). 2 inch "net" made of plywood stood on edge, string, cardboard. (Without plywood floor could be marked with tape; "net" made of sturdy cardboard)
DESCRIPTION Object of game is to hit ball over the net so it cannot be returned by opponent. One point is scored for server if ball cannot be returned and server gets another serve. First to get 15 points wins.
MODIFICATIONS Use on table, floor, classroom, gymnasium. If wheel chair is used, shorten board and tape to wheel chair arms. If blind student is playing, noises should be eliminated so ball can be located by sound.

ACTIVITY: BICYCLING

MATERIALS Tricycle
Bicycle (tandem, exercise or standing, standard with training wheels)
GENERAL DESCRIPTION Much exercise, and even mild competition via simple races, makes this fun. For non-walker it enhances mobility.
MODIFICATIONS Cycle selected should be based on child's function, balance, strength. Tricycle favored over bicycle for child with limited leg function and sitting balance, should be sturdy with wide base of support to prevent tipping. Plywood back rest, to stabilize balance if needed, should be fastened to seat and be as high as users shoulders. Child's buttocks should rest securely on seat. Pedal holders made of tape strips, leather straps or Velcro, will assist in holding feet on pedals for child with poor control of legs. Padding in middle of handlebars for child who has unsteady balance.

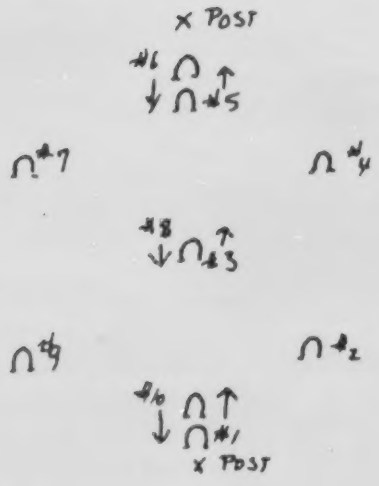
ACTIVITY: TABLE TETHERBALL



board must be large & heavy enough not to tip when ball is struck hard.)

MATERIALS Ping Pong paddles or small board tapered to make handle. Rubber ball size of golf ball fastened to string. Tether ball board & pole as pictured.
DESCRIPTION 2 players - server starts game. Object is to hit ball to wrap entire length of string around pole to prevent opponent from hitting the ball. Score point for each time this is done and player who scores gets another serve. Game is 15 points or whatever player decides upon ahead.
MODIFICATIONS Paddle grip built up or cut down if needed. Ball may be lighter (Wiffleball) or larger if impossible to hit small rubber ball. Hand may be used rather than paddle. Velcro strip around hand to hold paddle if needed. Tiny bell, fastened to string above the ball, helpful to visually handicapped; also

ACTIVITY: CROQUET



MATERIALS Playing surface may be table top (large or small), floor or lawn.
Balls - newspaper balls covered with masking tape yarn balls, wooden or plastic
Mallets - Homemade, small or standard.
Wickets - Open ended large cans held in place with plasticene, wires bent to form and arch and anchored in plasticene, or standard wickets.

DESCRIPTION Winner is first to send ball through each wicket both up and down court in order shown by numbers. Each player has one turn unless ball goes through wicket when 2nd turn is allowed. If opponents ball is knocked out of place, opponent has to start from where ball rests.

MODIFICATIONS Number of wickets may be decreased or placement changed if needed for play. Mallet adjusted by grip, weight and length as needed for grasp, reach and strength. For crutch user, game played standing up and leaning on one crutch for support; mallet taped to other crutch. Table top croquet with small board and yarn balls for those with limited movement. Indoor-outdoor carpet sample will offer resistence and make indoor game more challenging. Wickets could be anchored to short pile rug with masking tape.

ACTIVITY: BOWLING

MATERIALS Ball - regulation weighted ball, plastic or rubber ball, newspaper crumpled, shaped and covered with tape, or ball with elastic fastened to rubber ball for retrieval by non-walker. 10 Pins - regulation ones, plastic pins, milk cartons, clorox bottles, thread spools glued in tower of 2, 3 or more. Alley - Taped (masking) or painted.

DESCRIPTION Object is to roll ball down lane and knock down all 10 at once. A game consists of 10 frames and each player rolls ball twice per frame. Winner has highest score at end of 10 frames.

MODIFICATIONS Size of alley may be adjusted to handicapped student. The weight of the ball and type of delivery may be adjusted. Those in wheel chair roll from chair which needs to be carefully braked before starting. Limited strength, preventing lifting and carrying, indicates use of a pusher similar to shuffle board cue allowing bowler to grasp handle with one of 2 hands to push the ball. Those unable to use arms and hands could push ball with feet. For visually impaired, use of string will outline alley with other player telling how many pins were knocked down. (Refer to Games, Sports & Exercises for plans to construct bowling frame and adaptive pushers.)

ACTIVITY: BALLOON BADMINTON

MATERIALS Badminton rackets or wire coat hangers pulled into racket head shape and covered with nylon stocking pulled taut over wire and taped at base. Balloon. Hula Hoop suspended from ceiling or rope strung across room.

DESCRIPTION 2 people, one on each side of hoop or string, hit balloon back and forth through hoop or over string. Point scored by server when he succeeds in doing this by-passing opponents return. One point per score; extra serve for scoring; game winner 1st to get score of 15.

MODIFICATIONS Height of hoop and distance of hoop from players adjusted for those with limited arm motion of reach, or restricted to chair (regular or wheel chair). Light and short racket can be handled easily; grip adjusted to individual grasp and strength. For visually handicapped, eliminate hoop for string and insert ball or bean in balloon prior to inflation so student can locate balloon from sound in order to hit it.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: MOTOR (Team Activities) ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Balloon Volleyball	P	P	P	P		P	P	M	M	P	M	M	P	M?
Target Team Sports	P	P	P	P		P	M	P	P	P	M	M?	P	M?
Baseball	↓	↓	↓	↓		↓	↓	↓	↓	↓	↓	↓	↓	↓
Basketball														
Football														
Soccer														
Volleyball														

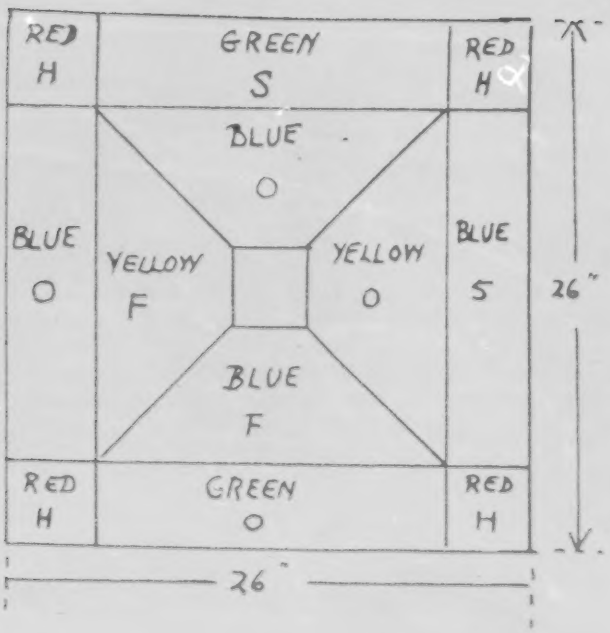
ACTIVITY: BALLOON VOLLEYBALL

MATERIALS Heavy duty, large balloons. String or cord to attach to wall on 2 ends, posts, or chairs for "net".
DESCRIPTION Each team has equal number of players. Object is to hit or toss the ball across the net and have it hit floor without being touched by opposing team. Server can hit three times to get it over; any number of team members may help to get the balloon over. Point scored by team which gets balloon onto opponent's floor side without being hit. Pre-set number determines score which determines winner.
MODIFICATIONS Court may be smaller if there is non-ambulatory player or player with limited arm movements. String height should be set to allow some success. Those with poor arms could sit and use feet, head, shoulders to hit the balloon. For totally blind a small bell could be placed in balloon before inflation in order to allow student to locate balloon by sound. Lightness of balloon allows extra time for movement (vs. heavy ball).

ACTIVITY: TARGET BASEBALL

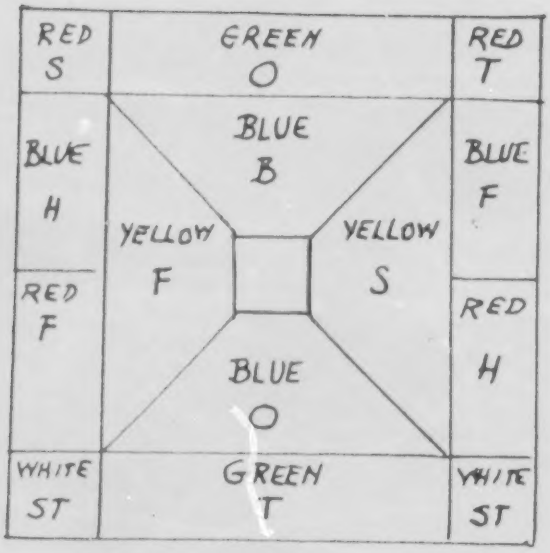
MATERIALS Miniature playing court (see drawing) on cork surface, ceiling tile, wall board for darts, plywood or wall for suction darts or beanbags. 8 darts (regular, suction, beanbags) (In school suction or beanbags safer).
DESCRIPTION Students divided into two teams (or just 2 players). Each player is given 8 darts and allowed to throw until a score or "out" is made. Team to get highest score, once all team players have had turn, is the winner.
MODIFICATIONS Court may be modified in size or distance from players. Object to be thrown will depend on movement potential of arm and hand grasp. If unable to throw draw a pattern on paper, tape to table and allow players to push checkers or bottlecaps. Rules may be simplified. Light string tied to suction dart or beanbag will allow non-walking player to recover own darts or beanbags by reeling them in after plays.

BASEBALL
KEY: H - Home run
S - Strike
O - Out
F - Foul Ball



ACTIVITY: MORE COMPLICATED TARGET BASEBALL

MATERIALS Same as for simple Target Baseball (or Target Basketball)



KEY: B - Ball
F - Foul
H - Homerun
S - Single
D - Double
T - Triple
O - Out
ST - Strike

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING:
MOTOR (Simple Games)

ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Ball Toss	P	P	P	P		P	M	P	P	P	M	M	P	M
Ball Rolling														
Ball Dropping														
Ping Pong Drop; Marble Drop														
Keep It Up														
Toss & Catch with Self														
Toss & Catch with Partner														
Batting Tee														
Kick the Ball														
Pitchback														
Target Throw														
Barrel Ball Toss														
Darts														
Jarts														
Ring Toss														
Frisbie														
Scoopball														
Time Bomb														
Call Ball														
Stride Ball														

ACTIVITY: BALL TOSS

MATERIALS String Ball
Newspaper Ball
Balloon
Regular Ball

DESCRIPTION Object of activity is for two or more individuals to toss and catch the ball without allowing it to drop to the floor. Start with score of 15. 1 point deducted from player who lets ball drop to floor, game ends when 1 player has lost all 15 points. Winner is other player.

MODIFICATIONS For those with poor arms and hands, a balloon would allow more time to catch. Balloon or newspaper ball eliminates fear of being hit. For those non-ambulatory, a string ball or beanbag allows individuals to be more self reliant. Simply encircle ball with tape and attach tape to string; this may then be attached to wheelchair or suspended from ceiling for catching and striking. For those with visual handicap or blind, audio-ball or balloon with bell inserted will help. Bounce and catch sounds give auditory clues for localizing ball.

ACTIVITY: TARGET TENNIS

MATERIALS Target screen on one side of appliance size carton 2-5 10" diameter holes for targets.
Taped court 10' in length with center division to service two people.
Rackets
Rubber balls (small) - tennis

DESCRIPTION Object of the game is for the player to strike the ball with the racket so that it will bounce on the floor and go through one of the five open spaces. After player scores a point he is allowed a bonus serve. If ball hits target screen and rebounds, opponent takes turn.

MODIFICATIONS Those with muscle weakness might use underhand stroke and hit the ball through hole on the bounce or in the air. Game might be changed to target ball and have individuals simply try to throw a ball, beanbag, etc.. Hole may need to be enlarged.
Handle of racket will have to be adjusted to individual's grasp and racket length and weight to strength of individual and arm movement.

ACTIVITY: PITCH BACK (1 or 2 PLAYERS)

MATERIALS Duck, nylon netting or any durable fabric which can be tucked tightly to a simple 3 ft. X 4 ft. frame with easel for standing target marked on frame (3-5 areas with numbers for scoring from 1-3 or 1-5; circles, squares or whatever but big enough to permit some leeway for a 5" square beanbag)
4 rubber balls about 4 inches in diameter or 5 in. square beanbags filled with polyester, cotton, cloth, shredded foam, or beans.
Line marked with masking tape for player.

DESCRIPTION Player throws at target to get highest score with 5 throws. Whether playing alone or with team member, game is the same. Winner has highest score for three, 5 throw parts.

MODIFICATIONS No target on net for student with severe motor problem and no opponent allowing practice. Reduce number of targets or distance from net if needed. Can be played on floor or from wheel chair with easel on table. Targets for player with partial vision should be yellow and white. A metronome or clicking stove timer, placed behind target, will help a blind student locate the target if done in a quiet room. Bells sewed to target will tell if target was hit; opponent, the exact target area if target areas are being used.

ACTIVITY: BARREL BALL TOSS

MATERIALS Rubber ball or balloon or newspaper or yarn ball. 50 gal. barrel (heavy cardboard) - cast off or cheaply purchasable from some industrial firms. Face painted on board fastened to one open end with hole for mouth large enough to allow basketball to go through. From bottom of mouth hole to rear barrel opening, place board to allow ball to roll out the back. Bricks, one per side of barrel, will prevent rolling but any other method may be substituted.

DESCRIPTION Rules can be pre-set dependent upon whether one or more players may be used for practice; with 2-4 playing on two sides with set number for getting ball through hole on first trial or whatever players want.

MODIFICATIONS Target may be painted on large or small carton; used on chair or table to elevate or be used by wheel chair user, or on floor.

ACTIVITY: TARGET THROW

MATERIALS Be Creative! Any interesting looking target - a clown who has a hole for a mouth, or a target with alphabet letters, even outline of big face, waste basket, carton, large can, beanbags, paperwads, rubber ball, etc.

DESCRIPTION The object of the game would vary with the target. When using the clown it might be to hit the clown or to put beanbag through the mouth. With the letter each individual might get 4 beanbags and see who can spell the first four letter word. Tic-tac-toe could be played with different colors of beanbags and someone to keep track of plays on paper target.

MODIFICATIONS Size of target might be enlarged and distance from target shortened for those with little arm movement and strength. Individuals ability to grasp must be considered in choosing items to be thrown.

For those with visual handicap - white or yellow target and those totally blind use a metronome above or behind target to assist in location. Perhaps use of a target (tin) which would resound when hit would be good for feedback.

Use a string ball (purchasable) or attach string to beanbag for non-walker to retrieve independently.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: MOTOR (Dance) / ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Square Dance Patter Caller	P	?	M	?		P	P	P	P	P	P	P	P	P
Take a Little Peek Northern Lights Whoop & Holler Spanish Cavaliero Birdie in the Cage Dive for the Oyster	P	P	P	M		M	M	M	M	M	M	M	P	P
Folk Dance (Elementary) Hokey Pokey	P	P	P	P		P	P	PM	PM	P	P	P	P	P
Clap'N Shake (Ballin'the Jack)	P	P	P	P		P	M	M	M	P	P	M	P	P
Turn and Peek (Cinnamon Twist)	P	P	P	P		M	M	M	M	P	P	P	P	P
Gustav's Skoal	P	P	P	P		M	M	M	M	P	P	P	P	P
Patty Cake Polka	P	P	P	P		M	M?	M	M	P	P	PM	P	P
Shoemaker's Dance	P	P	P	P		M	M?	M	M	P	P	M	P	P
Ginny Crack Corn	P	P	P	P		M	M?	M	M	P	P	M	P	P
Virginia Reel	P	P	P	P		M	M?	M	M	P	P	M	P	P
Dance-A-Story (Raggedoll)	P	P	P	P		P	P	P	P	P	P	P	P	P
(Balloon)	P	P	P	P		P	P	P	P	P	P	P	P	P
Basic Rhythms Marches	P	P	P	P		P	M?	P	P	P	P	P	P	P
Keeping Rhythm with various Body Parts	P	P	P	P		P	P	P	P	P	P	P	P	P
Rhythm Bands	P	P	P	P		P	M	P	P	P	M	M	P	P

ACTIVITY: PATTER CALLER (WESTERN SQUARE DANCE)

MATERIALS NEEDED Records with and without calls. Refer to Motor Resources bibliography for mailing address.
DESCRIPTION Patter Caller gives directions or commands for movement which the dancers must listen to in order to perform the square.
MODIFICATIONS It is most advantageous in order to call to be familiar with main steps and figures and perform them if possible with and without music. If limited mobility take individual through motions to music (wheeling chair). Practice with records after doing Patter without music. If there is a speech therapist in your school, a student with a language problem might be helped by him/her to understand the calls before participating. Melodic rhythm might help stutterer.

ACTIVITY: SQUARE DANCE - TAKE A LITTLE PEEK

MATERIALS Variable Speed Record Player (Check Bibliography for Motor Activities). Record or sheet music.
DESCRIPTION Directions found in the following books:

Partners All, Places All with accompanying piano music, p. 38-39
Dance, A Complete Guide to Social, Folk, and Square Dance A While p. 76

The Call:

Formation: Square Set
The Introduction: Honor to your partner all
Honor to your corners all
All join hands and circle left
Go all around the hall

Figure: First couple out to the right of the ring
Round that couple and take a little peek
(Couple 1 join hands and walks to couple 2, and peeks around them)
Back to the center and swing your sweet
(Couple 1 swings)
Around that couple and peek once more
(peeking action)
Back to the center and swing all four
Lead to the next.

MODIFICATIONS Those with problems which are medical such as heart conditions, describe requirements involved in dance to physician. For those in wheel chairs eliminate hand grasps, circling and swinging by propelling wheel chair in circle or around one another, individuals restricted to wheel chairs and unable to propel may be pushed by another classmate or perhaps aid. Those on crutches could perform square dance on scooters; variable speed record player will slow speed allowing additional time to move on crutches. If both on crutches, touch bottom parts of one crutch of each partner forming a pivot which both partners go round.

ACTIVITY: SQUARE DANCE - DIVE FOR THE OYSTER

MATERIALS Variable Speed Record Player (check bibliography for Motor Activities) Record or Sheet Music.
DESCRIPTION Directions found in the following books:

Partners All, Places All with accompanying piano music, p. 64-65
Dance, A Complete Guide to Social, Folk, and Square p. 145

The Call:

Formation: Square Set
The Introduction: Honor your partner
And your corner
Swing your partner
And promenade
Figure: First couple out to the right and Circle Four
Dive for the oyster
(The 1st couple raise their joined hands and first couple walk forward four steps and back)
Dive for the clams
(The 2nd couple dive under 1st couples joined hands and back)
Dive for the hole in the frying pan
(Wring the dish rag figure with Couple 1 going completely under 2's hands and pulling couple 2 through)
On to the next
(After couple 1 has danced with couples three and four, they return home and couple two starts out)

MODIFICATIONS Those in wheel chairs eliminate the joining of hands when diving for oyster and clam. Either do hand motions or move wheel chairs in and out and in place of wring the dishrag figure have Couple 1 wheel chairs between Couple 2 and Couple 3 follow.

Those on crutches may use scooters. If music may be slowed down and they are able to move on crutches well, scooters are not necessary.

With all students, listen to the music and calls. Repeat walk-thru description of each step until mastered. Combine steps as student learn them. Do complete dance to calls.

ACTIVITY: PLAY-PARTY DANCE: HOKEY POKEY

MATERIALS Variable Speed Record Player. Record (refer to Dance Books in Bibliography for Motor Activities). May be sung.
DESCRIPTION Directions found in Following Books:
Dance, A Complet Guide to Social, Folk and Square, p. 50

A. "You put your right foot in,
You put your right foot out,
You put your right foot in,
Then You shake it all about.
You do the hokey-pokey,
And turn yourself around,
That's what it's all about."

B. Left foot (repeat first verse, substituting words indicated)
C. Right arm
D. Left arm
E. Right elbow
F. Left elbow
G. Head
H. Right hip
I. Left hip
J. Whole self
K. Backside

MODIFICATIONS Through use of a variable speed record player or one's own voice, one is able to slow down or speed up music according to need. Those in wheel chairs may join them into the circle or up in the air. Those on crutches may want to sit on the floor while they do this.

ACTIVITY: GUSTAV'S SKOAL

MATERIALS Record player or piano music. Record (refer to Motor Resource on Dance)
DESCRIPTION Formation is that of a square. Basic steps include: walk, arch, curtsy.

PART I

Measures
1-2 Head couples walk toward one another in three steps and curtsy.
3-4 Head couples back out three steps and curtsy.
5-8 Side couples perform measures 1-4
9-16 Repeat measures 1-8.

PART II

1-8 Side couples raise joined inside hands, forming an arch
Head couples skip to center, take opposite girl, go under arch, (between bridge sides)
made by side couple, and then separate and return to original positions
All partners link right elbows and turn around twice.
9-16 Repeat measures 1-8 of Part II with side couple performing head acouple's actions while head couple forms an arch.

MODIFICATIONS Those in wheel chairs replace walking with wheeling and curtsy might be that of a nod of the head. Those on crutches can do this at a slower speed or on scooters (square, low and on swivel wheels easily made). Instead of forming arch with joined hands, simply have them be the sides of a bridge. The "turn around" or "swing" could be similar to a Do-Si-Do.

ACTIVITY: PATTY CAKE POLKA (FOLK DANCE)

MATERIALS Record Player or piano music. Record (refer to bibliography).
DESCRIPTION Circle formation with partners
Scattered with partners (no regular formation)
Basic steps include: heel-toe, slide stepping, clapping and swinging.
Directions found in:
Dance, A Complete Guide to Social, Folk, and Square Dancing, p. 68.
MODIFICATIONS For those in wheel chair, wheeling may replace the slide. Those on scooters will also propel themselves when slide is required. The swing may be replaced by circling one another. Wheel chair individual may have partner with good mobility.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: SOCIAL ACTIVITIES (Swimming)

ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Entering Water	P	P	P	P		P	M	P	P	P	P	M	P	P
Exiting from Water						M	M	M	M	P/M	P/M	M		
Walking						P/?	P/?	P	P	P	P	P		
Breath Holding						P	P	P	P	P	P	P		
Bobbing						P	P/M	P	P	P	P	P		
Jelly Fish Float						P/?	P/?	P	P	P	P	P		
Prone Float & Recovery						P	P/M	P/M	P/M	P/M	P/M	P/M		
Prone Float Glide						P/M	M	P/M	P/M	P	P/M	P/M		
Prone Kick Glide						P/M	P/M	P/M	P/M	P/M	P/M	P		
Back Float & Recovery						P/M	P/M	P	P	P	P	P		
Back Glide Back Kick Glide* -human stroke (See paddle)						P/M	P/M	P/M	P/M	P	P	M		
Finning						P	M	P	P	P	P/M	M		
Elementary Back Stroke						P/M	P/M	M	M	M	M	M		
Inverted Breast-stroke						P/M	M	M	M	M	M	M		
Breaststroke Kick						?	?	M/?	M/?	M	M	M	P	P
Scissors Kick (right side)						M/?	M/?	M/?	M	M	M	P		
Scissors Kick (left side)						M/?	M/?	M/?	M	M	M	P		
Side Stroke						P/M	M/?	P/M	P/M	P	P	M/?		
Trudgen						P/M	M/?	P/M	P/M	P/M	P/M	M/?		
Trudgen Crawl						P/M	M/?	P/M	P/M	P/M	P/M	M/?		
American Crawl						P/M	M/?	P/M	P/M	P/M	M/?	M/?		
Back Crawl						P/M	M/?	P/M	P/M	P/M	M/?	M/?		
Breaststroke						P/M	P/M	P/M	P/M	P/M	P/M	P/M		
Jumping into Water						-	-	-	-	P	P	P		
Shallow Dive						-	-	-	-	M/?	M/?	M		
Water Back Kick Glide Turning over						P	P	P	P	P	P	P		
Changing Direction						P	P/M	P	P	P	P	M		
Front running dive off meter board						-	-	-	-	M/?	M/?	M		
Drown proofing						P	P	P	P	P	P	P		
Testing Platform	See Modification Section "Testing Platform"													

ACTIVITY: SWIMMING POOL FACILITY

MATERIALS Swimming Pool Area, preferably one with shallow area allowing student to stand with head out of water. Stairs allow child to enter/exit easily. However, student can be lowered into water with one assistant.
DESCRIPTION Hoist with seat made from a tight weave heavy duty material such as canvas. Could be made in Industrial Arts.
MODIFICATIONS Contact nearby motel in your ~~town/city~~. They are usually very accommodating about your needs and allowing you to teach in their pool. Children must and should be accompanied by qualified Water Safety Instructor or Senior Life Saver.

ACTIVITY: HUMAN STROKE/DOG PADDLE

MATERIALS Silva ego, flotation device, (egg shaped styrofoam device with attached belt) emphasize that this is not a lifesaving device.
DESCRIPTION This stroke is performed on the stomach and moves one forward in the water. Head is held out of water, arms are kept under water and move alternately in dog fashion (as if digging for a bone), and legs are kicked alternately from hip with slight knee bend.
MODIFICATIONS For those who have difficulty with the breathing pattern, the human stroke eliminates this problem. If the student has limited movement in legs or paralysis, kicking is not necessary. Simply use arms. Initially the use of silva ego will allow student to concentrate on arm stroke and eliminates worry of maintaining position on top of water. The arm stroke is especially good for those with limited arm movement because they need not recover stroke out of water. If arm involvement is too great the best all-around stroke for the individual might be one on the back eliminating breathing problem and incorporating use of legs only.

ACTIVITY: RESTING PLATFORM

MATERIALS Box like structure or table which could be weighted down in shallow area. Wooden table or box must be sanded and varnished (would eventually warp). 50 gal. metal drum painted could also be used. Resting platform could be weighted down with cinder blocks.
DESCRIPTION Such a structure would allow child with limited or no use of his legs to swim to and rest on versus having to scull using his arms. Sculling (treading water without use of arms) should definitely be taught regardless of having resting platform or not.

ACTIVITY: AMERICAN CRAWL

MATERIALS 1 Flippers (fins), 2 Silva Ego or handmade device using a square or rectangle piece of styrofoam with cloth belt. 3. Hand paddles made from plexi-glass (purchased at hardware store) shaped similar to hand-tapered at end, wide as palm tied at wrist and around palm.
DESCRIPTION This stroke is done on the stomach and moves the individual forward through the water. Stroke requires overarm recovery and a kick initiated at the hip with slight knee bend. For proper mechanical analysis refer to Counsilman's Science of Swimming and Red Cross W.S.I. Teaching manual.
MODIFICATIONS The with limited motion in legs may use fins which will assist in giving more powerful kick. If student has no movement in legs it is very possible to perform this stroke with arms only. Hand paddles may be used with those who have limited movement in arms and hands. Silva-Egos or modifications of - will allow the student to concentrate on stroke performance in beginning and not concern himself about staying above the water.

BIBLIOGRAPHY - SWIMMING

Movies

1. Focus on Ability - American Red Cross, Town/City no charge
2. Splash! - Documentary Films, Aptos, California 95003 $25./day

   Excellent film incorporating a number of activities of a lead-up nature when working in the water.
3. Keep on Walking - Modern Talking Picture Service
   Nat'l Foundation March of Dimes
   315 Springfield Ave.
   Summit, N.J.

   A film featuring a young amputee with two prosthetic arms and how he has adjusted to his handicap. Short portion on swimming.

Books

1. Swimming for the Mentally Retarded - American Association of Health, Physical Education and Recreation, Washington, D.C. Under $5.00
   This should be in all swimming instructor's libraries - provides many swimming activities and procedures for children who require slower progression in acquisition of swimming skills.

2. A Swimming Program for the Handicapped - Grace Reynolds.
   Association Press (YMCA Swimming and Diving Series) New York, N.Y. $4.25
   Discusses considerations when working with a number of frequently encountered handicaps. Bibliography is excellent.

3. Swimming for the Handicapped - Instructor's Manual. $.25
   American Red Cross - Town/City Chapter

4. Science of Swimming. Counsilman. Prentice-Hall.
   Excellent in giving instructor stroke analysis. Sequential pictures of each stroke.

   If unable to purchase, definitely borrow this book from a library or inter-library loan.

5. A Basic Guide for Volunteers in Teaching Physically Handicapped Children to Swim. Robinson, Stoddard, and Houston. Easter Seal Society of Boston, Massachusetts.

6. Drown Proofing. Fred Lanoue.
   This is a small paperback book discussing techniques involved in drown proofing (survival swimming). These techniques should be part of every child's and adult's swimming instruction.

Equipment

Silva Tag - Gulben Klan Swim, Inc.
Proprio Paddles - Pull-Buoy, Inc.
2511 Leach
Auburn Hts., Michigan 48057

Swimming Courses Offered in Vermont

Senior Life Saving - Town/City Pool
Water Safety Instructors - Marilyn Sheldon, Green Mountain College, Poultney, Vt.
American Red Cross Chapter in your area can notify you of person qualified to certify you in your area.

RESOURCES RELATED TO MOTOR ACTIVITIES

GENERAL

National Recreation Association
315 4th Ave.
New York, N.Y.

No. 272, Table Football Game
No. 240, A Folding Table for Table Tennis

Oral Om Miller
6327 31st Place N.W.
Washington, D.C. 20015

Inkprint manual on instruction and coach pointers for blind bowling.

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Aids & Appliances Division - Athletic Assistance equipment for the blind.
Audi-Ball, Balls Emitting Sound.
Bowling Rail

National Wheel Chair Athletic Committee
40-24 62nd Street
Woodside, Long Island, New York 11377

Provide you with various classifications and rules for a number of sports

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Schwinn Bicycle Co.
1856 N. Kostner Ave. (Or local bicycle dealer)
Chicago, Illinois 60639

United Cerebral Palsy Assoc., Inc.
66 E. 34 St.
New York, N.Y. 10016

United Cerebral Palsy of Northwestern Pa.
2230 Broadstreet
Erie, Pa. 16503 (information for construction of metal frame bowling device)

SOURCES FOR INFORMATION ON BIKES & TRICYCLES:

Adulttrike Manufacturing Co. (Division of Custom Cycle)
12209 Grand Ave.
El Mirage, Ariz. 85335

J.J. Block
Aids for the Handicapped
1111 N. Arcyle (Built up chain velocipide and built-up chain tricycle)
Chicago, Illinois 60640

J.A. Preston Corporation
71 Fifth Ave.
New York, N.Y. 10003 (Tricycle with body support)

Games, Sports and Exercises for the Physically Handicapped, Adams, Daniel, Rullman Philadelphia: Lea & Febiger.

This book surveys prevalent handicaps, giving prescription and explanation of terms associated with the individual handicaps. It also lists considerations and suggestions when working with the various handicaps. Adapted sports, Games and Activities and low organizational games are listed with accompanying suggestions on how to adapt the activity for the various handicaps. Appendix lists national organizations concerned with welfare of the physically handicapped.

Functional Aids for the Multiply Handicapped, Ed. Isabel P. Robinault, Ph.D., New York: Harper & Row, Med. Dept.

Divided into 4 major areas with an extensive source for aids and information. The four major areas are: transfer, travel and mobility, personal care, communications and learning, and recreation. Excellent for showing with accompanying diagrams, for construction a number of adaptive devices for sitting, standing, lying supine and prone, walking, headgear, etc.

Special Physical Education, Adaptive, Corrective, Developmental
Fait, Philadelphia; W.B. Saunders Co.

This book explains briefly various handicaps and basic considerations in working with each. It then covers numerous activities and modifications of rhythms and dance, individual sports, dual games, team games, swimming, etc. Appendix include films, record sources for dances and singing games, organizations and associations and periodicals.

DANCE

I. Books

Dance A While, Handbook of folk, square and social dances, Harris, Pittman, Waller, Minneapolis: Burgess Publishing Co.

This book of 276 pages discusses facilities, dance fundamentals, and instruction. It includes a number of square dances, round dances, folk, social, and mixers. The bibliography is especially helpful including magazines, records and suggested sources for each area of dance.

* Partners All, Places All, Forty-four enjoyable square and folk dances for everyone. Kirkell and Schaffnit. New York: E.P. Dutton and Co., Inc.

Each dance gives the words or call and an excellent explanation. The following page is the piano music to accompany the dance.

Dance! A Complete Guide to Social, Folk and Square Dancing J. Tillman Hall, Belmont, California: Wadsworth Publishing Co.

This book includes elementary folk, int., and advanced, squares simple - complicated; contra and tap; and social. Each dance is preceded by its type, record and cover, formation, and basic steps.

Dance in Elementary Education, Ruth Murray, New York: Harper & Row

Course ideas vary extensively from basic locomotor and axial movements to creative dance through imagery - annotated dances for both younger and older children according to basic step. References for music, recordings and action songs is extensive.

II. MAGAZINES

Sets in Order, The Official Magazine of Square Dancing, 462 No. Robertson Blvd., Los Angeles, Calif. 90048

Recreation Magazine, Nat'l Recreation Assoc., 8 West Eighth Street, New York,11, N.Y.

Let's Dance, Folk Dance Federation of California, Inc., Room 713, 1095 Market St., San Francisco, California 94103.

Journal of Americal Assoc. of Health, Physical Education and Recreation, 1201 Sixteenth St., N.W., Washington, D.C.

III. RECORDS

Try local dealer first.

Educational Activities, Inc., P.O. Box 342, Freeport, N.Y. 11520
*Hoctor Records, Waldwich, New Jersey
Victor Records Radio Corp. of America, Camden, N.J. (The World of Folk Dances)
Set In Order Records, 462 No. Robertson Blvd., Los Angeles, Calif.
Educational Dance Recordings, Inc., P.O. Box 6062, Bridgeport, Conn.
Folkraft Records, 1159 Broad St., Newark, N.J.

IV. ASSOCIATIONS

National Association of the Physically Handicapped
6473 Grandville
Detroit, Michigan 48228

GAMES AND ACTIVITIES

Physical Activities for Individuals with Handicapping Conditions, Dulores Geddes., St. Louis, Missouri: C.V. Mosby Co.
Practical information on modifying activities to meet the needs of those with prevalent handicapping conditions.

Developmental Games for the Physically Handicapped Children
Bryant J. Cratty, Palo Alto, Calif.: Peek Publications
Covers string ball games and grid games

Movement, Exploration and Games for the Mentally Retarded
Lynn Hackett, Palo Alto, Calif.: Peek Publications
Several games and equipment construction. Good source for all children.

Teaching Physical Education in Elementary Schools. Vannier, Foster & Gallahue
Philadephia: W.B. Saunders Co.

National Recreation Association
315 4th Ave.
N.Y., N.Y.

No. 337 Make Your Own Games
No. 377 Homemade Play Apparatus

* Variable Speed Recorders Available.

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ACTIVITY GROUPING: ARTS & CRAFTS ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Basketry	P	P	P	P		P	M?	P	P	P	M?	M?	M?	M
Book Making						P	M?	P	P	P	M?	M?	M?	M
Cardboard Construction						P	M?	P	P	P	M?	M?	M?	M
Cookery						P	M?	P	P	P	M?	M?	M?	P
Collage						P	M?	P	P	P	M?	M?	M?	P
Drawing						P	M?	P	P	P	M?	M?	M?	?
pencil						P	M?	P	P	P	M?	M?	M?	M
crayon						P	M?	P	P	P	M?	M?	M?	?
sponge						P	M?	P	P	P	M?	M?	M?	M?
salt or flour						P	M?	P	P	P	M?	M?	M?	M?
flour & water						P	M?	P	P	P	M?	M?	M?	M?
paints						P	M?	P	P	P	M?	M?	M?	M?
spider & glue						P	M?	P	P	P	M?	M?	M?	M?
aluminum foil						P	M?	P	P	P	M?	M?	M?	M?
Carving						P	M?	P	P	P	M?	M?	M?	M?
Ceramics						P	M?	P	P	P	M?	M?	M?	P
hand built pots						M	?	M?	P	P	M?	?	M?	P
wheel throwing						P	M?	P	P	P	P	M?	M?	M?
glazing greenware						P	M?	P	P	P	P	M?	M?	M?
sculpting						P	M?	P	P	P	P	M?	M?	M?
tiles						P	M?	P	P	P	P	M?	M?	M?
Dying						P	P	P	P	P	P	M	P	P?
yarn						P	M?	P	P	P	P	M	M?	P?
cloth-tie dye						P	M?	P	M	M	M	M?	M?	P?
cloth batik						P	M?	P	P	P	M	M	M?	?
tissue paper						P	M?	P	P	P	M	M	M?	P
sculpture						P	M?	P	P	P	M	M	M?	P
wire sculpture						P	M?	P	P	P	P	P	P	M
chemical garden						P	P	P	P	P	P	M	P	M
Patchwork Painting						P	M	P	P	P	M	M	P	P
"Dot" Painting						P	M	P	P	P	M	M	P	P

ARTS AND CRAFTS

INTRODUCTION

SUGGESTIONS HELPFUL WHEN TEACHING CRAFTS TO CHILDREN:

- Use simple materials.
- Use project ideas that can be finished without frustration to the child.
- Give a limited number of instructions so the child can draw on his own creativity.
- Don't over estimate the group's ability.
- Before using equipment give instructions on its proper handling and care.
- Make sure every child has a chance to see progress and success in his project.
- View the finished product through the eyes of a child, not an artist.
- Use a variety of media in craft sessions.

ACTIVITY: BASKETRY

MATERIALS Plastic reed) Purchased from a craft house
Wire forms)

DESCRIPTION Weaving baskets, trays etc. without the need of soaking the reed. Plastic reed bends and will not snap or break when working with it. (See Arts & Crafts Resource List)

MODIFICATIONS Fasten bases or frames to a table or desk with clamps. Hands will then be free to control the reed.

ACTIVITY: BASKETRY

MATERIALS #2 reed for warp or upright reeds (1/8" diameter)
#5 reed for weaving (5/16" diameter)
Wooden frames - purchased if made use 1/8" drill for holes. Always use an uneven number of holes. Place holes in a circle or oval. Reed must be worked wet so a plastic tub with 3-4" of water should be handy to keep reed in.

DESCRIPTION Weaving a simple basket with a wooden base.

MODIFICATIONS Clamp base to a table or desk to free hands for weaving.

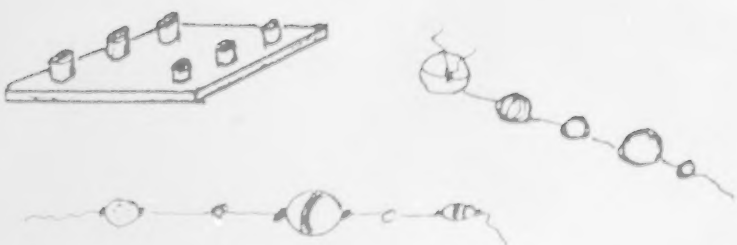
ACTIVITY: STRINGING BEADS

MATERIALS Plastic beads 20 lb. nylon fishing line,
Large Indian beads elastic thread or crochet cotton
Wooden beads or old costume jewlery

DESCRIPTION To string beads in patterns of color, shape, and size or any combination of same.

MODIFICATIONS Nylon thread requires no needle. Tip of elastic thread or cotton string may be coated with Duco or white glue and allowed to dry before stringing (may be repeated).

Egg cartons make good sorting trays but for more stability tuna fish cans screwed through their bottom to a board make excellent sorting trays.



Use round head screws to screw can to board. Clamp board to table if still more stability needed.

Tie first bead on to string rather than knotting string. Or tie center bead and add one bead to each side to keep balance.

Keeping work inside a large box cover, such as commercial Kodak sheet film comes in, saves a lot of picking up.

ACTIVITY: SEWING BEADS TO FELT

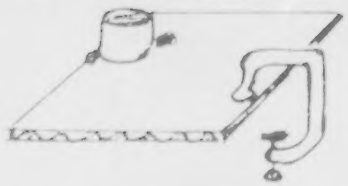
MATERIALS large Indian beads, bead needle
piece of felt cut in a 7 inch circle

DESCRIPTION Sewing beads to a piece of felt to create a medallion type piece of jewelry. Do not cut felt until sewing is completed. Place felt in an embroidery hoop with circle marked with magic marker. Attach hoop to table with a clamp so hands can concentrate on needle and bead. Knot thread. Start from back in center of circle by coming up through the felt. String on one bead and go back through felt. Continue till circle is filled. Cut out shapes and attach yarn or ribbon to make a necklace.

ACTIVITY: CARDBOARD CONSTRUCTION

MATERIALS Miscellaneous scraps of corrugated cardboard cut into odd shapes etc. white glue

DESCRIPTION Creating imaginative structures by glueing pieces of card board together (not stacking pieces).
MODIFICATIONS Use Q tip for applying glue to surfaces to be glued together. Place glue in tuna can (a small amount at a time). Attach can to table with plasticene clay. Start project by gluing first few pieces to a cardboard base secured to the table. Describe cardboard base as a building lot. You may build to edge and up.

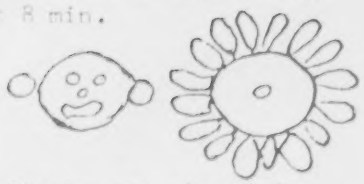


ACTIVITY: COOKERY - BASIC BREAD DOUGH

MATERIALS 1 pkg. yeast
2 cups of warm water
2 tbls. sugar or honey
2 tsps. salt
1/4 cup of oil
7 cups of flour

DESCRIPTION Bread to sculpt with and eat. Put yeast in warm water that has sugar added. Let stand 5 min. Add salt, oil. Add flour a little at a time until dough cleans the bowl. Place on table or tray and knead for about 8 min.

To sculpt place different shapes together and let rise on cookie sheet. Stick shapes together with a little water.



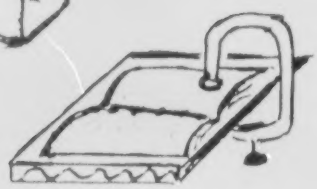
Bake at 350° for 20-30 min.
MODIFICATIONS Borrow a dough mixer with a crank. All ingredients are placed in pail and a spiral mixer which only requires the turning of a crank.

ACTIVITY: COOKERY

MATERIALS Any simple recipe and its ingredients.
MODIFICATIONS Have another child or adult hold measuring containers and mixing bowls. Just to stir in flour is taking part. Press cookies down with bottom of a mug dipped in sugar or flour. Be in charge of the recipe giving directions and amounts verbally to rest of group. Oven watcher.

ACTIVITY: BOOK MAKING

MATERIALS 8 sheets of paper 9" X 12" or 12" X 18"
Heavy string or dental floss
large needle
awl, or large nail and hammer



DESCRIPTION Fold each paper in half and place inside each other. This creates a signature. Place signature opened to the middle on a heavy piece of cardboard. Punch a hole in the middle by hitting nail or awl with hammer. Next punch 2 more holes on either side of the middle.

When folding sheets of paper place sheet into corner of a shallow box, take bottom of sheet and fold to top keeping edges of paper against box corner. Press down on center to create the fold. Paper clip, or clamp paper to cardboard and table when punching holes.

Sew signature together by starting down #1, up 2, down 3, up 4, down 5, up 4, down 3, up 2 and tie off with a square knot.

If first sheet is of a different color or oak tag you automatically have a cover with 14 pages in your book.

These make excellent scrapbooks to keep pictures of various collections such as planes, or record books for bird sighting and pictures.

ACTIVITY: COLLAGE

MATERIALS Miscellaneous scraps of colored paper, different textured cloth, wire, tooth picks, sandpaper, anything that has different colors and textures. Paper or cardboard to glue collage materials on.

DESCRIPTION To create a pleasing free form picture using contrasts of color and textures.

MODIFICATIONS Prepare scraps to sizes that will not need to be recut. Vary shapes. Provide white glue in small container such as egg carton cup (thumb tack to scrap of wood or cardboard). Use Q tip to apply glue to collage material.

ACTIVITY: DRAWING(PENCIL)

MATERIALS Pencil and paper or colored pencils, large piece of charcoal, chalk on dark paper, magic markers.

DESCRIPTION Encourage imaginative drawings. Draw from life such as a friend or pet or a caterpillar.

MODIFICATIONS

Tack paper down with masking tape or tacks
Tape large leaded pencil to hand
Place pencil in head gear
Place pencil between toes
Place pencil in mouth

ACTIVITY: DRAWING (CRAYON)

MATERIALS Crayons - piece of window screening about 9" X 12" with masking tape binding its edges. News print or some other similar thickness of paper.

DESCRIPTION To produce a tactile drawing. Place screening on table with paper on top. By drawing over screen with crayon a texture may be felt by running one's fingers across the surface.

MODIFICATIONS Tape the screen down, paper too if necessary. Pressure is needed so crayon could be held in a fist or placed between toes. A blind child can follow his lines.

ACTIVITY: DRAWING (SPONGES)

MATERIALS Sponge and blackboard. Small pan of water.
DESCRIPTION Large muscle drawing on big surface. Place wet sponge in one or both hands and "draw" on blackboard (No erasing needed).
MODIFICATIONS Tie sponges to hands. Use an old mitten or pair of cotton gloves. Don't allow sponges or mittens to be so wet that they drip over everything.

ACTIVITY: DRAWING (SPONGES)

MATERIALS Small sponges (cut up a large one into pieces about 1" X 1" X 1" and 1" X 2" X 3"). Two colors of tempera paint. Two tuna fish cans. Colored construction paper. Large can of water to clean sponges.
DESCRIPTION Paint by dipping sponge into paint and dabbing paint on paper free form. By laying one color on top of another different colors or shades are produced depending on colors of paints.
MODIFICATIONS Tape sponges to tips of fingers or end of stick on head gear. Try using sponges between toes. Anchor paper.

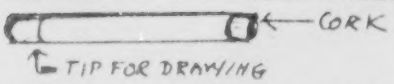
ACTIVITY: DRAWING (FLOUR)

MATERIALS Flour and water mixed to thick cream. Clear plastic film such as Saran Wrap. Bright colored construction paper.
DESCRIPTION Tape plastic film to table over a piece of colored construction paper (to give contrast). Put a large glob of flour mixture on top of plastic and use as finger paint (less clean up).
MODIFICATIONS Use toes (tape plastic on floor). Use Q tips in head gear or mouth. Attach Q tips to pencils with masking tape to elongate.

ACTIVITY: DRAWING (SALT OR FLOUR)

MATERIALS Salt or flour
Dark colored paper on table or inside large shallow box.
DESCRIPTION Sprinkle salt or flour over paper and draw using fingers or whole hand. Erase by shaking box gently. Pleasant tactile experience.
MODIFICATIONS Anchor box or paper firmly. Use toes. Hold a thick dowel about length of a pencil in mouth. Attach dowel or pencil (eraser end down) to head gear.

ACTIVITY: DRAWING (PAINTS)



MATERIALS Plastic deodorant dispenser. Tempera paint mixed with starch or flour so flow of liquid can be controlled.
DESCRIPTION The ball end of the dispenser may be used as a giant ball point pen. Cut off base of deodorant dispenser and replace with a cork. Fill with tempera paint and starch or flour mixture. Absorbine Junior Bottle will serve equally as well with its sponge applicater.
MODIFICATIONS Anchor paper.

ACTIVITY: DRAWING (PAINTS)

MATERIALS Plastic slip tracer
Mixture of tempera paint, flour or starch to consistency of cream.
DESCRIPTION Half fill tracer with paint mixture and the child can squeeze the bulb gently as he moves it just above the surface of the paper.
MODIFICATIONS Anchor paper. To draw on cloth fill tracer with fabric dye or ink. Keep fabric taut.

ACTIVITY: DRAWING (SOLDER OR GLUE)

MATERIALS Cold liquid solder or Duco type glue. Paper or cardboard.
DESCRIPTION Squeeze the tube gently and draw raised lines on paper or cardboard.
MODIFICATIONS Anchor paper. After hardening prints may be made by inking the raised lines or crayon rubbings may be tried.

ACTIVITY: DRAWING (CRAYONS)

MATERIALS white card
white crayons
black crayons
2" or 3" nail or pen nib in holder or special tip for scratch board work.
DESCRIPTION Scratch drawings on card that has first been rubbed with white crayon and then rubbed with black crayon.
MODIFICATIONS An open paper clip will scratch well. Tape nail or pen holder to hand or place between toes. Tape just a pen nib to a finger.

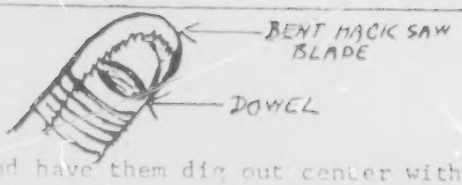
ACTIVITY: DRAWING (ALUMINUM FOIL)

MATERIALS aluminum foil
ball point pen
a simple outline drawing
several sheets of newspaper
DESCRIPTION To create a simple relief drawing of aluminum foil. First place down 3 sheets of newspaper. Place on top of these a sheet of aluminum foil covered with outline drawing. Using the ball point pen trace over all the lines. It should produce a slightly raised line on the opposite side of the aluminum foil. Extra dots and lines may be added.

ACTIVITY: CARVING

MATERIALS Balsa block or block of mixture of plaster of paris and vermiculite, rasps, files and sand paper.
DESCRIPTION To create shapes in three dimensions by filing away portions of the balsa wood or plaster form. Plaster form may also be cast in plastic bags to create more imaginative designs.
MODIFICATIONS Place block to be carved in a vise or secure in some way. Strap or tape tools to hands.

ACTIVITY: CERAMICS



MATERIALS Clay
DESCRIPTION To create a pot using pinch method.
MODIFICATIONS Pre-form a ball of clay for weak hands and have them dig out center with a melon scoop or a broken hack saw blade taped to a dowel. Anchor ball of clay to a board clamped to a table.

ACTIVITY: CERAMICS

MATERIALS Electric or kick wheel. Clay.
DESCRIPTION Throwing a pot on the wheel.
MODIFICATIONS Some one else to run electric foot control or kick wheel.

ACTIVITY: CERAMICS (GREENWARE)

MATERIALS Greenware
Glazes
Kiln
Sand paper

DESCRIPTION Greenware must be prepared for firing by sanding surface clean. When smooth, glazes are applied by brush, or dipping.

MODIFICATIONS Glaze may be applied by paint brush taped to hand, held by toe, held in mouth (with care - glazes are made up of ground glass and lead) or held in head gear.
A sponge may also be used.

ACTIVITY: CERAMICS

MATERIALS Clay Clay
Glazes or Tempera paint and
Kiln lacquer to finish.

DESCRIPTION Create a free form, an animal, person or any thing the student wishes. May be baked in kiln and glazed or just allowed to dry and then painted and lacquered

MODIFICATIONS For the blind, surface textures may be introduced. Scratching leather hard clay with a nail or broken hack saw blade or other such tools.

ACTIVITY: CERAMICS

MATERIALS Clay 2 sticks about 1/2" thick
1 pastry roller or dowel or smooth bottle
Nail or pencil or clay tools

DESCRIPTION Roll out clay between 2 sticks. Cut out a 4" or 5" square. Scratch design in surface.

MODIFICATIONS Pre-cut tiles - slip tracer may be used to draw design on surface instead of glazing with a brush.
Surfaces may be finished with incised patterns and textures rather than color.

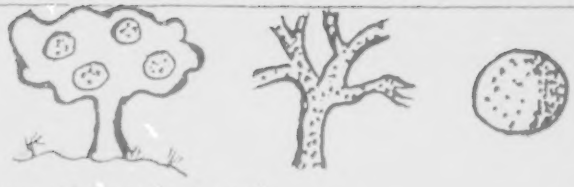
ACTIVITY: DYING EGGS (WAX RESIST)

MATERIALS hard boiled eggs
vegetable dyes
white crayon or clear candle wax

DESCRIPTION Draw design on egg with wax crayon or candle then dip in vegetable dyes to see wax resist color.

MODIFICATIONS Place eggs in nylon net bag before dipping in dye.

ACTIVITY: "DOT" PAINTING



MATERIALS Paint - (any type will do)
Brushes or sponges
Paper
Pencil, crayon, or some other type of drawing tool.

DESCRIPTION 1) Have children draw a picture (landscape eg.) with their drawing tools. 2) Then have them paint. However, instead of having them paint "solidly", tell them to experiment by dotting their pictures. (An example of this is comic strips where the color is "dotted" on the paper). 3) Have the children experiment using just one color on an area; two colors on an area, etc. This gives them some different experiences in textures.

MODIFICATIONS Use small sponges. Or Q tips in head gear or mouth.

ACTIVITY: TIE AND BLEACH OR DYE

MATERIALS Black or dark colored fabric, chlorine bleach, or dyes, water, basin, rubber gloves, clothing protection, new string

DESCRIPTION Age Group: 7 and up - Space: Indoor/Outdoor

1. First you tie the fabric with great determination.
2. Then dip it into the bleaching solution or dye for a few minutes.
3. Minutes later, rinse and untie to see what's happened.

Accordion and dropped handkerchief are two folds to try in experiments

CAUTION: Tell children to be extremely careful with the bleach (splashes in the eyes can be dangerous and ruin clothes) and to keep the gloves on when working. Dyes will stain.

MODIFICATIONS Have children work in pairs - a weak set of hands can hold while a partner ties.

ACTIVITY: BATIK - SIMPLE HOT WAX

MATERIALS Fabrics (thin cotton, silk, voile, chiffon, georgette and fine wools), beeswax and parafin (3 to 1 mixture), brushes (large and small), dyes (for use in cold water only), bowls (not metal), stretchers or a frame, double boiler (or a pot and a tin can), rubber gloves and table salt. Parafin alone can be used. Facility for heating up the wax.

DESCRIPTION Age Group: 10 yrs. and above. Number of People: 10 at most.

If the batik is to have a specific design then the design should be drawn on paper first and then the material. The wax is placed in the double boiler (or into the tin can and then into the pot) and then melted. Do not let the wax boil as it may catch on fire if it gets too hot. Coat the areas and the lines that are to be left white on the material with one of the brushes and the hot wax. Let this harden. Put the dye into a bowl. Use cold water dyes.

Add 1 tablespoon of salt to every 4 ounces of material that is to be dyed. Put the cloth into the dye. To form crackles crumple the cloth while it is in the dye bath. Leave the cloth in the dye and rinse in cold water until the water runs clear. Fasten the cloth with plastic pegs to dry. It can also be placed on the stretcher. Let it dry. To remove the wax you place the fabric between two pieces of newspaper and iron it with a hot iron. The wax will come off on the paper. Rinse the fabric again in cold water and stretch on the frame or four pieces of wood nailed together or make a wall hanging.

MODIFICATIONS Guide hands of any child that has questionable hand coordination. Remove double boiler from stove for short periods at a time so it can be placed near their work area.

ACTIVITY: TISSUE PAPER DYING

MATERIALS White tissue paper, food coloring, paper towels, water, rubber gloves to mix dye, containers.

DESCRIPTION Age group - 9 and up; Any number participants.

Before beginning the activity, pour food coloring and water - small amounts at a time- into containers; red in one, blue in another and so on. Mix the dye and water together with your fingers. 1) Give each participant one sheet of white tissue. 2) Fold the tissue as many different ways as desired until the paper is about 2-1/2 inches square. When the paper is small enough to fit in the containers dip one corner or side of the paper in one color of dye. 3) Blot the liquid out between two thicknesses of paper towels. 4) Continue to dip and blot paper in the different colors of dye until satisfied with the colors. 5) Then blot one last time and unfold the tissue very slowly and gently (if care is not taken in opening the tissue it may tear.) 6) Hold open for a few minutes or wave the paper around to dry.

MODIFICATIONS Help guide hands of those who have questionable hand coordination.

ACTIVITY: SCULPTURE

MATERIALS Plaster of Paris, zonolite, water, waxed paper, container, kitchen knife or some carving tool, rasps and files.

DESCRIPTION Elementary school and up - age group; Indoor/Outdoor Activity.

Mix 1 part of Plaster of Paris to 7 parts zonolite or vermiculite. Proceed in usual manner for mixing plaster (by dropping handfuls of the dry material into the water, mixing to a thick, creamy consistency). Pour the mixture into a waxed paper cup, milk carton, or other container that can be peeled away easily after the plaster has set. If sand is added to the mixture, decrease the amount of zonolite accordingly so that the proportion of 7 parts to 1 part plaster remains the same.

The mixture can be carved with the simplest sort of tools (such as a spoon or stick). Mixture is very light and is, of course, extremely easy to carve.

MODIFICATIONS Secure molded form before working with knife or carving tool. Tape or tie tools to hands.

Rasps and files may be used without other tools.

ACTIVITY: "PAINTING" PICTURES

MATERIALS Must have use of overhead projector. Need less than cup of clean cooking oil, pyrex pie plate, assortment of differently shaped small objects (safety pin, bobby pin, pieces of yarn, pieces of colored cloth, string, etc.), old x-ray film (toss out from hospital) or sheet of plastic. Plain wall, sheet, or paper fastened to wall serves as screen if screen is not available. Vegetable coloring.

DESCRIPTION

Activity 1: Put x-ray film or plastic sheet on platform of overhead projector. Each student in turn would create a "painting" by his/her unique arrangement of objects projected onto wall or screen.

Activity 2: Put about 1/3 cup of cooking oil on bottom of pie pan and place on overhead platform. Add small amounts (drop or 2) of vegetable coloring along edge of oil, one color or more, and tilt pan slightly to make a fast changing series of pictures while class picks out familiar shapes. Oil would need to be removed with paper towels to give next student a chance.

MODIFICATIONS Use pencil or dowel to stir oil. Since arrangement of objects requires no precision, even student with hand problems can participate.

ACTIVITY: WIRE SCULPTURE

MATERIALS Wire, small pieces of wood. Optional equipment would include a table, hammer, nails, drill, glue. Number 9 gauge aluminum wire works best.

DESCRIPTION Age group - all age groups Participants - any number; Any space will do.

Each participant is given a block of wood to use as a base for his sculpture. In working with a large group it may be well to drill a hole in the wood so that the wire will fit into it prior to giving the wood block to the youngster. Have more than enough wire on hand (at least two feet per person - it's cheap). There are no restrictions or steps. Everyone is encouraged to use their own creativity to fashion the wire into whatever shape they choose. When everyone is done you can have a ball trying to determine the best sculpture. Wire can be a fantastic medium for expression. Let everyone do their own thing!

MODIFICATIONS This activity adapts well to an outdoor setting such as a day camp. Children can collect bits of nature (leaves, bark, stones, shucks, dirt, anything!) to incorporate into their sculpture. This will also give them a "piece of nature" to take home with them.

Drill hole and secure wire in the block of wood and secure the block of wood with a clamp to a table.

ACTIVITY: CHEMICAL GARDEN

MATERIALS Pie plate or shallow dish, 2 or 3 lumps of coal, twigs or sticks, glue, tablespoon, salt, bluing, water, ammonia, food coloring or fabric dye.

DESCRIPTION

1. Place coal in the low dish with a little water. You can glue tiny twigs or sticks on top of coal for trees. Be sure to let glue dry before completing garden, however.
2. To make the chemical mixture, combine the following ingredients in a bowl and mix well:

   6 tablespoons of common salt
   6 " " bluing
   6 " " water
   1 " " ammonia

3. Pour this mixture very slowly over the coal.
4. To give your garden some color, borrow some food coloring, colored inks, and perhaps some fabric dye from mother. With a medicine dropper, drop the different colors all over the mixture.

In a short time little crystals will begin to form. Within a few hours, your chemical garden will have odd and interesting shapes. If some places seem bare of crystals, drop on a little more ammonia.

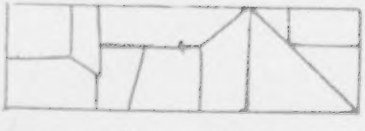
MODIFICATIONS For those who cannot see the garden - several may be started at one time so they can be touched at different periods of its growth.

ACTIVITY: PATCHWORK PAINTING

MATERIALS Large sheet of butcher paper, paints, collage materials.

DESCRIPTION Age Group - 5 and up; Space - Indoor/Outdoor.

Each person is assigned a square and paints whatever they choose within that square. Note: Possibilities for special event.



MODIFICATIONS Cut pieces apart so each person may work in the media he wishes (blind collage) and then reassemble. Foot painting may be tried or use a head gear or mouth to hold paint brush for those with minimal use of hands and arms.

HELPFUL HINTS

1. Use oil clay to anchor small cans to table.
2. For sorting and painting screw a series of tuna fish cans to boards. Use round head screws. If can leaks around screws tighten and cover screw with a bit of plasticene clay.
3. Contain materials that tend to roll or slide by creating the work area inside a shallow box. The cover of a box that sheets of film came in are excellent. If necessary, tape or tack box to a board for more stability.
4. Encourage students to be "scroungers" for store, industry and home cast offs. Have class figure out possible uses and the skill will be developed to create many pretty objects out of throwaways, and have fun in the process.

REFERENCE BOOKS:

1. Ann Wiseman, Making Things, Little and Brown

2. Zaidee Lindsey, Art and The Handicapped Child, Van Nostrand Reinhold Co.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: DRAMA ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Letter of Apology	P	M	M?	P		P	P	P	P	P	P	P	M?	P
Take a "Walk"	P	P	P	P		P	M	P	P	P	P	P	P	M
Drama Game #1	P	P	P	P		P	P	P	P	P	P	P	P	M
Drama Game #2	P	P	M	P		P	P	P	P	P	P	P	P	P
Exploring	P	P	P	P		P	M	P	P	P	M	P	P	P
Drama Game #3	P	M	M	P		P	P	P	P	P	P	P	P	P
Drama Game #4	P	P	P	P		P	M	P	P	P	M	P	P	P
Drama Game #5	P	P	P	P		P	M	P	P	P	M	P	P	P
Drama Game #6	P	P	P	P		P	M	P	P	P	M	P	P	P
Choral Speaking	P	M	M?	P		P	P	P	P	P	P	P	M?	P
Do You See As I See?	P	P	P	P		M	M	M	M	M	M	M	M?	?
Dragon Hunt	P	P	P	P		M	M	M	M	M	M	M	M?	?
Make A Noise Story	P	M	M	P		P	P	P	P	P	P	P	M?	P
Miniature People	P	P	P	P		M	M	M	M	M	M	M	M?	P
Spontaneous Drama	P	P	P	P		M	M	M	M	M	M	M	M?	P
Two Person Drama	P	P	P	P		M	M	M	M	M	M	M	M?	P
Rebecca Rabbit (story)	P	M	P	P		M	M	M	M	M	M	M	M?	P
Audience Participation	P	M	M	P		P	P	P	P	P	P	P	M?	P
Finger Play	P	P	P	P		P	P	P	P	P	P	P	M?	M

DRAMA
INTRODUCTION

Drama may include skits, stories, games, creative movement and dramatics on the playground. Drama gives the child a chance to escape into the world of "make-believe" and "pretend" where they can use their imagination, increase their vocabulary and develop poise. Drama provides an opportunity for children to relate to people in stories - to role play - to put themselves in another's place - to empathize. It provides an atmosphere where creativity is encouraged and nurtured!

ACTIVITY: DRAMA - LETTER OF APOLOGY

MATERIALS Paper and pencil.
DESCRIPTION Ask each student to write a note of apology to anyone for anything, real or imagined. Ask each student to read his letter aloud. Choose one student and ask him to bring his letter to the front of the class. Place two chairs back to back and have him sit in one and another student in the other. The other student is to be the recipient of the apology. Set the scene - the first student has decided not to write after all - he's going to apologize by phone. They now improvise the phone call based on the letter of forgiveness. When the call is finished reset the scene: The apologizer has decided not to write, not to phone, but to apologize in person. They improvise the scene now face to face. The goal is to receive forgiveness from the recipient of the apology.

This technique has most of the elements of an actual play, empathy, audience, actors, stage, etc. It provides an experience of action - reaction to the spoken word within the context of a common situation.
MODIFICATIONS Letters can be dictated to another to record. A child depending on lip reading could do the writing and direct the person to person part.

ACTIVITY: DRAMA - TAKE A "WALK"

MATERIALS None
DESCRIPTION Pretend to walk or roll down a sidewalk, on grass, through puddles, mud, deep snow, hot sand, and on very slippery ice. Children can do this individually and others guess the surface conditions. Encourage kids to make it so real that everyone knows what they are walking or rolling on.
MODIFICATIONS Two people could be involved when there is a wheel chair involved. When the blind person has to "guess" other could describe the scene well enough for him to guess.

ACTIVITY: DRAMA - GAME #1

MATERIALS A box or blackboard eraser or some nondescript object.
DESCRIPTION With children seated in a circle on the floor or at their seats, have them handle the object, look carefully at it, and react to it as though it were some other small thing such as a glass brimming full of water, a diamond necklace, an ice cream cone, or a kitten, then pass it on to the next child. Follow with a discussion of how different ones made the object seem real.
MODIFICATIONS For blind child have one child or aide describe the other children's action in his or her ear.

ACTIVITY: DRAMA - GAME #2

MATERIALS A small object such as a toothpick, a paper tube, or a block.
DESCRIPTION Have the children describe an imaginary use for it. (Ex. If I were a midget, I'd use a toothpick for a crowbar.)
MODIFICATIONS Descriptions could be written by those who could not express themselves verbally.

ACTIVITY: DRAMA "A Trip To The Moon - Space (Audience Participation)"

DESCRIPTION Age Groups 3 and up.

Divide the audience into seven groups. Assign a character role to each. Have them rehearse their parts once. As each character is mentioned, the group stands up, shouts the proper response, and sits down. Read the story.

Captain Audio (girl)	"Moon or Bust!"
Lieutenant Cheerio (boy)	"Rockets Away!"
Rocket Ship	ZZZZZOOOOOMMMM
Eagle	Creeeee, Creeeee
Satellite	Whirl, Whirl
Radio	Bleurp, Bleurp
Shooting Star	Bang, Bang

Everyone was watching as a man and woman came out of the control tower. They were Captain Audio and Lieutenant Cheerio who were headed for their Rocket Ship. This was the first time that any one had tried to reach the moon in a Rocket Ship. Captain Audio climbed into the cockpit and strapped herself into the seat. Lieutenant Cheerio climbed into his place next to Captain Audio and checked the radio. It was filled with static. Captain Audio fired the rockets to make the Rocket Ship leave the ground and head toward the moon.

As they reached outer space, they heard a strange noise on the hull of the Rocket Ship. It was a lonely Eagle, hanging onto the Rocket Ship for the ride. Lieutenant Cheerio snapped on the Radio to tell the people on earth about the Eagle, but all he got was static. Further on the Rocket Ship passed a Shooting Star and a Satellite which were whirling in orbit. As they circled the Eagle climbed onto the Shooting Star that was headed in the same direction. The pilot tried to tell earth, but his Radio still sent nothing but static.

Soon they could see the surface of the moon very clearly. Lieutenant Cheerio warned Captain Audio to steer clear of the Satellite ahead, but to their surprise it turned out to be the Eagle riding on a Shooting Star. They got closer and closer. Slowly they let down the Rocket Ship for a landing. When it touched, out climbed Captain Audio and Lieutenant Cheerio. Next to them landed the Eagle on a Shooting Star that they had mistaken for a Satellite. A strange creature approached them and they all realized it was the "man in the moon". As Captain Audio reached out to shake hands with the creature, it said, "Sorry, but we are not made of green cheese, we are made of static." At this point, the creature slowly sank out of sight.

ACTIVITY: DRAMA "Lazy Jack and the Pot of Gold - Story (Audience Participation)"

DESCRIPTION: Age Group - 7 and up.

Divide the audience up into six groups. Assign a character role to each group. Have them rehearse their parts once. As each character is mentioned, shout the proper response.

CHARACTERS	
Lazy Jack	Hand covering mouth - make yawning sound
His friend, Silly John	Giggles
Jack's dog, Speck	Hand under chin, "Yip, yip" (rapidly over lips)
Pot of Gold	Make circle in front of body with arms - "Plop"
The Crafty Crook	Theme from "Dragnet" - bum-bum-bum-bum
The Bear	Fingers spread like claws - Rowrrr."

Once there was a boy named Lazy Jack. He was so lazy that he never did any work. Lazy Jack had a dog named Speck. But Speck was such a tiny dog that he couldn't do any work. Lucky for Jack that he had a good friend, Silly John. Silly John was not only silly but he was big and strong,too. Whenever Lazy Jack had any work to be done he just called Silly John and talked him into doing it.

"If only we could become very rich," thought Silly John. "Then I could live a life of leisure like Lazy Jack and his dog, Speck."

One day while they were listening to the nine-tube short wave set that Silly John had built for Lazy Jack, they heard a story about a man who was looking for a pot of gold. "That's for us," they all cried! But unknown to the three friends, there was a Crafty Crook hiding in the bushes beneath the window and he, too, had heard the story about the pot of gold. The Crafty Crook decided to let the three friends lead him to the pot of gold - and then he would take it from them.

That night it rained - (how convenient!), and the next morning there was a beautiful rainbow. So, out to find the pot of gold went Lazy Jack, Silly John, and the little dog, Speck. And following far enough behind where he couldn't be seen, was the Crafty Crook.

The rainbow led this strange procession into a deep forest which was the home of a fierce bear. This fierce old bear had never seen such a sight as this, and he thought to himself, "here's where I get me a nice meal." And so through the forest went Lazy Jack, Silly John and the little dog, Speck. And following far enough behind where he couldn't be seen, was the Crafty Crook.

Finally they came to a deep canyon - then to a wide plain - and then up a high mountain. And when they were on the high mountain, at the rainbow's end, they found the pot of gold. The Crafty Crook, his eyes on the pot of gold, thought it was about time to strike. But the fierce old bear was getting mighty hungry. And just as the Crafty Crook was about to grab Lazy Jack and Silly John and the little dog Speck, the fierce old bear knocked out the Crafty Crook. With all of this commotion, Speck began to bark so loudly that the vibrations loosed a huge boulder which crashed down the mountain and frightened the fierce old bear away. But he was smart enough to grab the pot of gold.

Lazy Jack, Silly John and Speck lived the rest of their lives in leisure, because at the end of the rainbow they found the pot of gold.

ACTIVITY DRAMA - EXPLORING

MATERIALS None.
DESCRIPTION Explore an imaginary location (telephone booth, supermarket, dark cave) and see if the rest of the group can tell where you are.
MODIFICATIONS Two people doing it together would provide a pusher for a wheel chair and possibly a partner for the blind.

ACTIVITY DRAMA - GAME #3

MATERIALS None
DESCRIPTION To develop concentration, take a well-known jingle and repeat it, stopping at any point, and passing it on to another by looking directly at him. As children get adept at this, they can stop in the middle of a word.

ACTIVITY DRAMA - GAME #4

MATERIALS None
DESCRIPTION Form two groups and give the name of an object to a member of each group. He forms the object in the air and the first team to guess what it is wins a point.
MODIFICATIONS Blind child could touch hand in motion. Child with good legs and poor arm control could sit and use legs.

ACTIVITY DRAMA - GAME #5

MATERIALS None
DESCRIPTION Make an imaginary object real by handling and using it (rubber hand, tooth brush, etc.) The purpose is to make it so real that everyone knows what it is. Encourage them to make the size and weight very clear.
MODIFICATIONS Give plenty of time and give a child an object you know he uses.

ACTIVITY DRAMA - GAME #6

MATERIALS None
DESCRIPTION The names of three imaginary objects such as a rope, a bucket of water, and an old tire can be given to each of several small groups. They then build a story around these objects and act it out. You usually get a wide variety in plots with this exercise.

ACTIVITY DRAMA - (CHORAL SPEAKING) The Daniel Jazz

MATERIALS Choral handout. Age group - teens. Participants - Any number.
DESCRIPTION (1) The leader divides the group into four sections, the bass, the tenors, the altos and the sopranos.
(2) Handouts of the readings should be passed out among the participants.
(3) The leader reads a section and the group assigned to that section will repeat the reading.
(4) The whole piece should be practiced in parts and then the leader will start from the beginning having the group carry through to the end.

The handout should be designed so each line of each section will clearly indicate who is to read it. In this particular reading the mood is that of a dixie land jazz band, the piece should be encouraged to "swing". (Tenors; Baritones; Sopranos; Altos)

(T) Daniel, Daniel was a King and a wonder.
(B) He was so proud, (T) and his voice was thunder.

(S) He kept bad lions in a monstrous den.
(B) He fed up the lions on Christian men.
(T) Daniel was the chief hired man of the land.
(A) He stirred up the jazz in the palace band.
He whitewashed the cellar. (B) He shovelled in the coal.

(A) And Daniel kept a-praying: - "Lord save my soul"
(B) And Daniel kept a-praying: - "Lord save my soul"
(ALL) And Daniel kept a-praying: - "Lord save my soul"

(T) Daniel was the butler, swagger and swell.
He ran up stairs. He answered the bell.
And he would let in whoever came a-calling
Saints so holy. (B) Scamps so appalling.

(A) His sweetheart and his mother were Christian and meek.
They washed and ironed for Darius every week.
One Thursday he met them at the door
Paid them as usual, but acted sore.

(S) He said; - (Solo) "Your Daniel is a dead little pigeon.
He's a good hard worker, but he talks religion."
(T) And he showed them Daniel in the lions cage.
Daniel standing quietly, (B) the lions in a rage.

(T) His good old mother cried: - (Solo) "Lord save him"
(T) And Daniel's tender sweetheart cried: - (Solo) "Lord save him"

(A) And she was a golden lily in the dew. (T) And she was as lovely
as a ship on the sea.
(ALL) Gliding and lovely as a ship on the sea.

(T) And she prayed to the Lord: - (Solo) "Send Gabriel, Send Gabriel."

(T) King Darius said to the lions: (B) Bite Daniel. Bite Daniel.
Bite him. Bite him. Bite him! (T) Thus roared the lions: -
(B) We want Daniel, Daniel, Daniel. We want Daniel, Daniel, Daniel!

(A) And Daniel did not frown. (S) And Daniel did not cry.
(B) He kept on looking at the sky. (T) And the Lord said to Gabriel

(ALL) "Go chain the lions down, Go chain the lions down,
Go chain the lions down, Go chain the lions down!"

And Gabriel chained the lions. (repeat two more times)

And Daniel got out of the den. (repeat two more times)
And Darius said: - "You're a Christian child." (2 more times)
And gave him his job again. (2 more times)
MODIFICATIONS Place child with hearing loss so he can read lips of the leader. Language and speech might be able to create some type of rhythm background.

ACTIVITY DRAMA "Do You See As I See?"

DESCRIPTION Participants; approximately ten, plus the leader. Time; 10-15 minutes, depending upon number of players. Space; usually an indoor classroom but can be done outside in a small area where everyone can see.

1) Leader selects three participants and has the rest of the group form an audience in a semi-circle around a make-shift stage.
2) The Leader sends the participants out of the room with only two instructions:
   a) When they return, they are to pay close attention to what is going on up on the stage, for they will be asked to repeat it.
   b) From this point on they may not talk. At this time, it is usually a good idea to ask if there are any questions.
3) The leader explains the pantomime to the audience.
4) The first player is asked back into the room and the leader performs the pantomime for the first player.
5) The second player is then asked into the room and watches the first player perform, and so on to the third player who performs the pantomime for the audience and all the players.
6) As the pantomime is repeated the audience and players will see the delightful and hopefully hilarious deviations the pantomime has taken.

Pantomime

Go to the low cupboard in kitchen.
See can of cat food.
Open it on electric can opener.
Get bowl from high cupboard.
Start to dish out cat food.
Hear baby crying.
Put down can and wipe hands on apron.
Hurry to door of baby's room.
Go inside and pick up baby, bring out of kitchen.
Balance on one arm, dish out food with other.
Call cat.
Open back door and put cat and food outside.
Close door.
Put baby on playpen.
Put can of cat food in refrigerator.
Leave room. (Submitted by Peter Cattle)

MODIFICATIONS Make more actions or addition to the particular handicap.

ACTIVITY DRAMA "Dragon Hunt"

OBJECTIVES Games
DESCRIPTION Solver - creative.
The leader informs the children that: "There is a nasty green, pink, and polka dotted dragon that lives not far from our house (in a cave). Today we're going to go on a Dragon Hunt. I'm not afraid! Are you? Here I have a map to his cave, let's follow it and see if we can find the dragon."
1) When you come to trees, climb the tree and look around, climb back down.
2) Imagine walking through tall grass. It is up to your head.
3) Wade through the swamp (could use mud to look for frogs).
4) There runs the bridge.
5) There lies the across the trail, step and move it.
6) Come to a group of trees. Peek around their trunks.
7) Creep up to the cave door. Peek inside. See the dragon.
8) Run for home retracing all the steps that you made to return. (Found and Done Pat - Support)

ACTIVITY: DRAW "Imagination"

DESCRIPTION Age group 6-14 yrs.; participants - up to 30; formation - participants sit scattered around the room.

1) To start, tell everyone to make a room for himself, go inside and do whatever he wishes. Say that no one can see him and he cannot see anyone else. He is to just think about what he is doing as they all play.
2) For some activities, participants could close their eyes.
3) Have them pretend that they are:

a tiny grain of sand	an exploding firecracker
trying to get out of a paper bag	a melting ice cream cone
swimming in jello	bacon frying
riding a motorcycle	walking a tight rope
a jack in the box	a bouncing ball
a very fat person on a bus	(submitted by: Carol Sue Hill)

MODIFICATIONS Adapt activities to handicap.

ACTIVITY: DRAW "Miniature People"

MATERIALS None
DESCRIPTION Space - indoors.
1) Divide the participants into groups.
2) Explain to the groups that they are "itty-bitty" people. Then ask each group to think of a problem situation that they find themselves in and allow several minutes for the groups to figure out a problem.
3) Each group,one at a time, then performs its task in pantomime with all the other participants endeavoring to figure out what the group is doing. The only talking should occur after a group has completed its task.

Example of a problem:
1) Group is in a soda pop bottle that is standing upright and they have to get out.
2) Group is on the floor and is endeavoring to get a banana on a table and peel it.
3) Group has to answer a telephone that is ringing. (submitted by: Mathew Gordon)

MODIFICATIONS Provide ideas that all could participate in.

ACTIVITY: DRAW "Spontaneous Drama"

MATERIALS Situations written on folded slips of paper and tossed in a hat.
DESCRIPTION Age group - elementary to adult; participants - somewhere around 25; space - indoors. Ideally, a stage should be used for full effectiveness.

1) Participants are divided into groups of four or five persons. Five participants, one from each group, are selected by the leader to serve as "group leaders".

2) Each group leader draws several situations to be enacted by the entire group or by individual members of each group as may be assigned by the group leader from the hat.

3) Each group is given a few minutes to organize and prepare their "silent skit" and then upon signal by the Activity Leader, the individual groups perform its impromptu pantomime.

4) The other groups endeavor to guess the skit situation presented by the group. The Spontaneous Drama provided by the situations should be both humorous and entertaining.

Sample situations follow:

A crowded elevator with selected characters (a secretary on her lunch break; a businessman passing by, etc.)

A family on a week-end camping trip (with their pop-top tent that won't pop, sleeping bags that won't zip, etc.)

An over-crowded waiting room for expectant fathers at the hospital.

A cafeteria line during the rush hour.

A car-pool ride to work. (submitted by: Deborah Stein)

MODIFICATIONS Create ideas that allow all types of handicaps to participate.

ACTIVITY: DRAMA "Two Person Drama"

MATERIALS Four coats or jackets, razor, shave cream, makeup (lipstick), breakfast food, kleenex, toothpaste and toothbrush, wash cloth.
DESCRIPTION Participants - eight; space - gym floor or a stage.
Players are in pairs, one sits behind the other and extends his arms in front of the front person. Using the extended arms they put on a coat backwards. Player behind uses his arms and hands to do specified things for the person in the front.

1) Shave like dad
2) Put on make-up like mom
3) Eat breakfast
4) Wash face and brush teeth. (Submitted by: Ann Bresler)

MODIFICATIONS Common sense choice of who is chosen for which part.

ACTIVITY: DRAMA "Rebecca Rabbit - Story (Action)"

Age Group: 5-10

DESCRIPTION A note to the playground leader: This is a play-together story, to be told in the leader's own words, after reading the story to herself for the plot. You may use the actions suggested or you may like to make up your own. The children may follow the story by imitating the actions, too.

On the first day of Spring, Rebecca Rabbit poked her head out of her rabbit-hole. With her long, long ears (extend arms full length above head) she listened this way - and that way (turn from side to side) for bears or foxes that might be about:

There were no bears! No foxes!

So Rebecca Rabbit leaped out of her hole and began to hop, umpity, umpity (make slow hopping motions with arms and shoulders) up the hill to look for tender young leaves for breakfast.

Up and up the hill she hopped. Umpity, umpity, umpity, umpity.

She jumped over a fallen tree.

She heard a rustle in the grass. Stopping short, she listened this way - and that way. Was it a bear? Or a fox?

No it was only a little lizard looking for sunshine.

On she hopped, umpity, umpity, umpity. She leaped high over a rippling stream.

Then she heard a soft, soft murmuring. She stopped - and she listened. It was only the wind in the tree tops.

On Rebecca Rabbit hopped to the top of the hill. Suddenly she heard the rattle of a falling stone. What had pushed it? She stopped. She listened. It wasn't a lizard. It wasn't the wind. There she sat on the top of the hill, quiet as a listening rabbit. Her long, long ears turned this way - and that way.

Now, while Rebecca Rabbit was hopping along, Boris Bear came out of his den at one side of the hill. He had been asleep all winter long. He yawned. HO-hum! He stretched and stretched. He was HUNGRY! How good a nice, fat rabbit would taste!

He started out to look for one, bloomp, bloomp (imitate by holding arms bowlegged fashion, thumping knees with hands). He sniffed and sniffed (take huge, deep sniffs) around a stump. The grass tickeled his nose. Kerchoo!

On Boris Bear walked, bloomp, bloomp. He came to a brook and sat down to rest. He saw a fish! Maybe a fish would taste good. Here came another! He dipped his paw in the water to catch it. (Make dipping motion with the hand.) Brr-r-r! (Shiver). The water was cold! He'd rather keep on looking for a nice, fat rabbit!!

On he went up to his side of the hill, bloomp, bloomp, sniffing and sniffing.

In the meantime Felix Fox came out of his lair at the other side of the hill. He yawned HO-hum! He stretched and stretched. He was HUNGRY! He'd like a nice, fat rabbit for breakfast!

Felix Fox cocked his pointed ears (cup hands into points behind ears) this way - and that way. But no rabbit rustled in the bushes.

Off he trotted, tiddle-tiddle (pat knees briskly and lightly with hands), sniffing for a nice, fat rabbit. (Quick in-and-out sniffs). He jumped over a hollow log. He sniffed all around a brier patch. No rabbit.

All at once he heard something! He listened. He sniffed. What was it? He sniffed again. Phew! It was a skunk!

He left fast! Tiddle-tiddle-tiddle-tiddle!

Now, all this time Rebecca Rabbit was sitting on the top of the hill listening this way - and that way - with her long, long ears. Boris Bear was blooming along on one side of the hill. And Felix Fox was tiddling along on the other side of the hill. And none of them knew that the others were there.

Then Boris Bear looked up at the top of the hill. What did he see? Rebecca Rabbit's long, long ears turning this way - and that way! Bloomp, bloomp, Boris Bear started to run up his side of the hill.

And Felix Fox looked up toward the top. What did he see? Rebecca Rabbit's long, long ears turning this way - and that way! And tiddle, tiddle, Felix Fox started to run up his side of the hill.

Rebecca Rabbit looked down one side of the hill. Oh! A bear!

She looked down the other side. Oh! A Fox!

Leaping up, she turned around in the air and ran for home. Umpity, umpity-umpity-umpity, as fast as she could go!

Boris Bear ran up his side of the hill. Bloomp, bloomp, bloomp, bloomp.

Felix Fox ran up HIS side of the hill, Tiddle-tiddle-tiddle.

Bloomp, bloomp, bloomp, bloomp! Tiddle-tiddle-tiddle-tiddle! Umpity, umpity, umpity, umpity! As fast as they all could go!

But at the top of the hill, Boris Bear and Felix Fox ran into each other, bang! (clap hands together over head.) Down, down the hill they both tumbled, each on his own side. (Rotate hands from wrists with a rolling motion, and lower arms gradually to indicate falling.) Neither one knew what he had hit!

Boris Bear picked himself up at the bottom of his side of the hill. Frightened, he thought, "I believe I'll look for a nice, fat rabbit some other time!". He ran home, bloomp, bloomp, bloomp, bloomp, and dived into his den.

Felix Fox picked himself up at the bottom of HIS side of the hill. He was frightened too! He thought,"I believe that I'll look for a nice, fat rabbit some other time!" And he ran home, tiddle-tiddle and dived into his lair.

And Rebecca Rabbit ran all the way home, umpity, umpity.

After a while she cautiously poked her head out. With her long, long ears she listened this way - and that way. Then she laughed - a quiet rabbit laugh - to herself.

No bear! No fox! She'd gotten away from them both!

MODIFICATIONS Instead of whole body movement, fingers could be used as finger puppets.

SCHOOL OR HOMEMADE MUSICAL INSTRUMENTS

(Presented here for fun and a simple introduction to instruments for school or home.)

ACTIVITY: FLOWER POT BELLS

MATERIALS 6 or more clean, uncracked clay flower pots of different sizes; small pots for high pitched sounds and large ones for low. Pot sounds should be tried before purchase.

Fish line or strong cord

A broom handle (with broom sawed off) or other comparable stick

Small pieces of wood a little larger than hole in bottom of pots

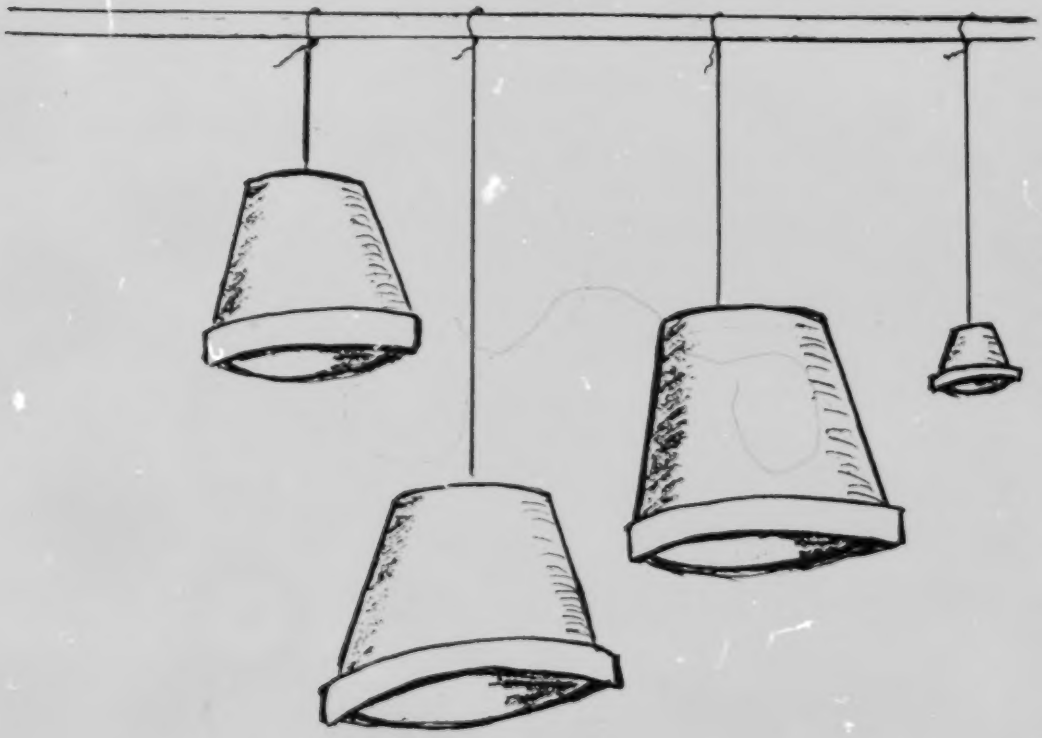
1 small dowel about 10-12 inches long for striker.

DESCRIPTION See diagram for making.

Pots are suspended from broom handle by fish line or cord, bottom side up and with pot end of line tied around the small pieces of wood to keep line from sliding out of hole.

2 people could hold broom handle with pots or it could be fastened on either end of a door opening so pots are free to move when struck. Use dowel to strike pots. The strike should be gentle to avoid cracking.

MODIFICATIONS Pots hung at hand height for wheel chair user; exposed to blind student by guiding hand to show position only; dowel fastened to hand when grasp is impossible.



ACTIVITY: SAND BLOCKS

MATERIALS 2 small pieces of pine for each set (4 in. x 5 in. x 1½ in.)
sandpaper (different grades make different sounds)
thumbtacks
thread spools and glue or knobs and screws

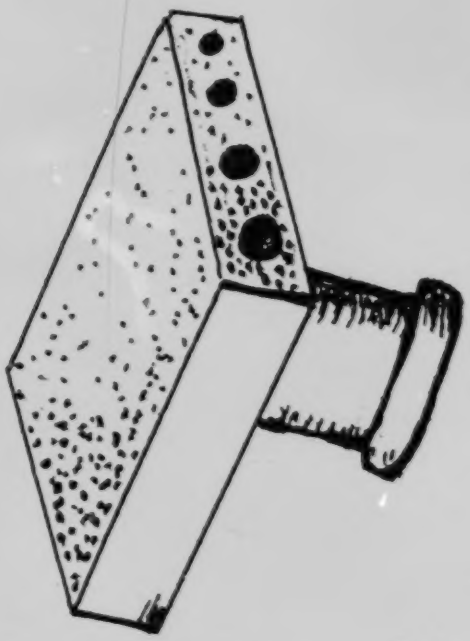
DESCRIPTION See diagram

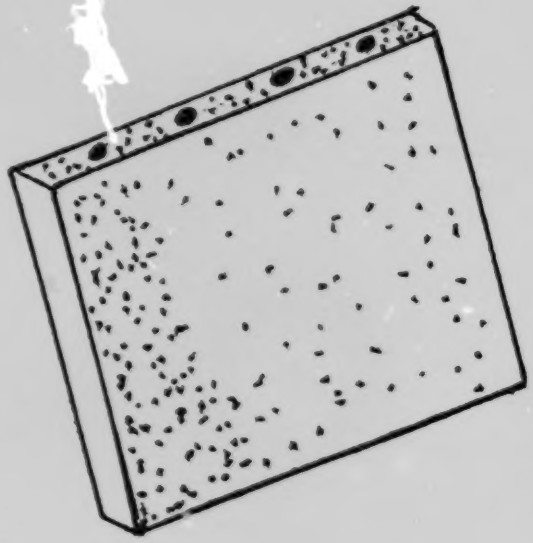
Fasten sand paper to cover one large surface and thumb tack it to each adjoining side.

Fasten spool or handle on side opposite sandpaper.

Idea is to take one sand block in each hand and rub together to produce sound to music.

MODIFICATIONS Tie on hands of child without grasp. Any little child could use these because motion does not have to be precise and even struggle to rub blocks together can be in rhythm. Start the activity by having children stamp or pound to music with real rhythm would help prepare children for these.

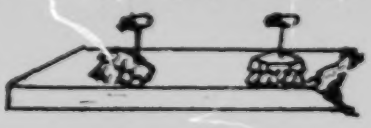




ACTIVITY: BOTTLE TOP TAMBOURINE

MATERIALS Scrap wood 3/4 in. x 1½ in. x 6 in.
bottle caps with cork liner removed
Nails with wide heads

DESCRIPTION See diagram. By shaking the board with loose bottle caps on it, and in rhythm to music, a tambourine-like sound is made. Nail hole through the middle of each bottle cap. Make hole big enough to allow cap to slip up and down on nail easily. Use as many nails and caps as wanted.



MODIFICATIONS Child without grasp might need hand tied to end without caps to shake tambourine; blind child to explore before using.

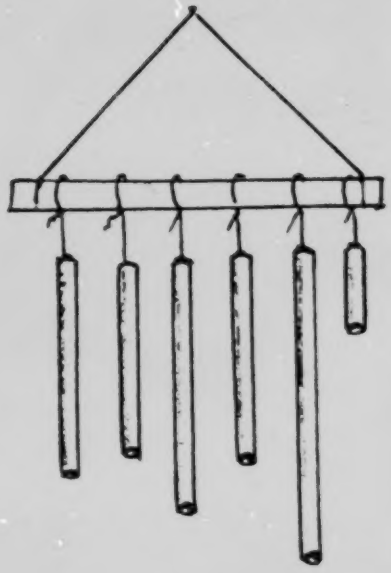
ACTIVITY: WIND CHIMES

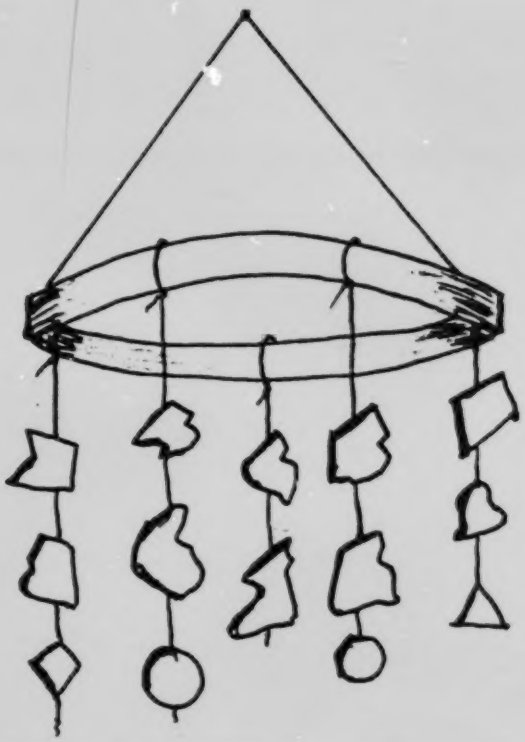
MATERIALS scraps of metal
or
strips of wood (short pieces)
or
pieces of dowel
or
pieces of bamboo

nylon fish line or string

Circle of wood or metal (like barrel hoop but 10 in. diameter)
White glue

DESCRIPTION Made to hang in place where wind, striking hanging pieces, will make differing musical sounds. See diagram.
MODIFICATIONS The joy of this activity is in the making. Child with hand control problems might hand pieces as he/she wants each arranged and glued on strings.

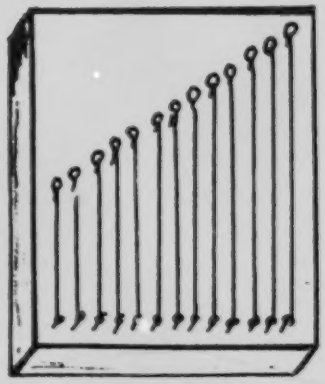




ACTIVITY: RHYTHM STICKS

MATERIALS Dowels (flagpole handle discards, garden tool handle discards, broom handle cut up, short pieces of narrow boards)
Wooden spoons.
DESCRIPTION Cut sticks or dowels about 8-10 inches long.
A pair is needed for each student.
Idea is to hold one in each hand and strike to music beat.
Wooden spoons work the same way.
MODIFICATIONS For child without grasp either use hands to pound rhythm on table or feet on floor, or have hands tied to ends of rhythm sticks.

ACTIVITY: EAR HARP



MATERIALS Pine board about 12" wide x 16" long
nylon fish line
8 nails with heads
8 medium sized screw eyes
1 large nail to fit into screw eyes for tightening

DESCRIPTION See diagram.
Purpose is to make an instrument like a harp which can be heard when the board is placed near the ear. The varying lengths of the line, with sound adjustment to time made by tightening or loosening line fastened to screw eyes, make the different tones.

To make draw 2 lines - one across width of board one inch from bottom and parallel to it; another starting from point 1/2 way up one side to top corner of opposite side. Pound nails, evenly spaced, on bottom line so nail is firm but not fully pounded in. Draw lines from nails to diagonal line being sure that first is parallel to side and each, in turn, parallel to first. At top of each line screw in screw eye far enough to be firm. Fasten fish line to nail and screw eye above it so turn of screw eye will adjust tightness of line. Tune by ear as screw eye is tightened or loosened. Play by plucking string with thumb and index finger.

MODIFICATIONS Not suitable for student with hand control problem but fun and suitable for others. Basis of activity is fun and the discovery of varying sounds related to string length and tightness.

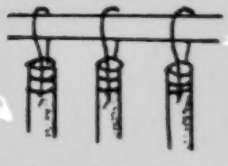
ACTIVITY: METAL CHIMES

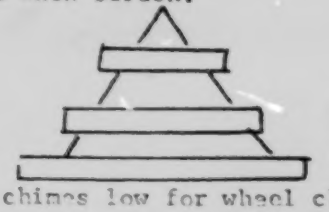
MATERIALS Broom handle (with broom cut off) or similar round length of wood
8 pieces of 1/2 inch diameter electrical conduit tubing
string
masking tape
stick for striker

DESCRIPTION Chimes to play a range of sounds when struck with stick
See diagram
Someone with a hack saw and vice would need to cut conduit pipe into various lengths (a school maintenance man, area vocational school or a father) as follows:

22 7/16 in.	16 5/8 inches
21 1/4 in.	15 5/8 "
20 inches	14 3/4 "
19½ "	13 3/4 "
18½ "	12 7/16 "
17 1/8 inches	

The pieces need to be cut carefully so there are no sharp edges to cut.
Make an 8 inch loop of string. Knot each end with big knots. See diagram for fastening to pipes. Hang up by slipping loop over the broom handle. Order of pipes can be set by tone. Broom handle to be hung up on each end out from wall enough to allow pipes to move a little when struck.





Wooden chimes can be made the same way and hung vertically, as shown here or horizontally with shallow groove for string to fit in.

MODIFICATIONS Placement of chimes low for wheel chair user. Blind student's hand to be guided initially to get placement of pipes.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: MUSIC ACTIVITY	1 BEHAVIOR	2 HEARING	3 LANGUAGE & SPEECH	4 MEDICAL	5 MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	6 THINKING	7 VISUAL
Vocal (V)	M v-1	M v-2	M v-3	M v-4		M v-5a	M v-5b	M v-5b	M v-5b	M v-5a	M v-5a	M v-5c	M v-6	
Acapella choirs (chapel or vocal)														
Action Songs														
Choruses														
Christmas caroling														
Community Singing														
Glee clubs														
Informal singing groups														
Mother's Choruses														
Opera Groups														
Quartets														
Singing Games														
Whistling Games														
Instrumental (I)	M i-1	M i-2		M v-4		M v-5a					?	?	M i-6	M v-7
Accordion			P			P	Mv5b	Mv5a	Mv5a	P				
Bands			P				?	?	?	Mv5a				
Bugle Corps			P				?	?	?	Mv5a				
Chamber music group			P				?	Mv5a	Mv5a	P				
Fife & Drum Corps			P				?	?	?	Mv5a				
Harmonic Bands			P				?	Mv5a	Mv5a	P				
Instrumental Choruses			P				?	Mv5a	Mv5a	P				
Kazoo bands							Mv5b	Mv5a	Mv5a	P				
Mandolin & guitar			P				Mv5a	Mv5a	Mv5a	P				
Ocarina choruses			P				Mv5b	Mv5a	Mv5a	P				
Rhythm Bands			P				?	Mv5a	Mv5a	P				
Saxophone ensembles			P				?	Mv5a	Mv5a	P				
String quartets, ensembles			P				?	Mv5a	Mv5a	P				
Ukulele Orchestras			P				?	Mv5a	Mv5a	P				

DIRECTIONS REGARDING MUSIC LISTINGS

Because there are specific ways anyone must use instruments, sing or perform in a musical activity, activities are merely listed with additional coding, over that listed at the top of the page, as follows:

v - vocal
i - instrumental
p - performance
m - miscellaneous (composing, listening, making instruments, music appreciation, music club, etc.)

The numbers 1 through 7 are shown at the top of the page above the 7 groupings of handicaps. The 5 with a letter (from a.through g.) means a MOTOR handicap as further described by the letter above.

Example: Mv5a = Possible with modification for a vocal activity by a person with a motor handicap characterized by "wheel chair user and good hands and arms".

Suggested Modifications, following these charts, are arranged by this full coding.

KEY: P - Possible without Modification M - Possible but with Modification ? - But worth a try	1	2	3	4	5								6	7
ACTIVITY GROUPING: MUSIC ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Performances (p)	Mv1	Mv2		Mv4		Mp5a	Mp5a	Mv5b	Mv5a	Mv5a	Mv5b	Mv5c	Mv6	Mv7
Band concerts														
Cantatas														
Glee Club Concerts														
Inside music festivals														
Music Competitions														
Music festivals														
Old fiddlers contest														
Operas														
Operattas														
Oratorios														
Orchestral concerts														
Original song contests														
Radio or TV contests														
Miscellaneous (m)	Mv1	Mv2	Mv3	Mv4		p	p	p	p	p	Mm5a	Mm5a	Mm6	Mv7
Composing music														p
Listening groups						Mv5a	Mv5a	Mv5a	Mv5a	Mv5a				Mv7
Making Instruments														
Music Appreciation														
Music Study Clubs														
Music weeks														

DIRECTIONS REGARDING MUSIC LISTINGS

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Example: Mv5a - Possible with modification for a vocal activity by a person with a motor handicap characterized by "wheel chair user and good hands and arms"

Suggested Modifications, following these charts, are arranged by this full coding.

POSSIBLE MODIFICATIONS

Vocal (all types): Behavior limitations — M v-1

(a) May need extensive one-to-one relationship with teacher initially.
(b) Allow child's interests to guide selection of music and form of participation.
(c) May need frequent, short practice sessions.
(d) Gradually incorporate into group, then performance before non-group members.
(e) Give acting out students leadership responsibility.

Vocal: Hearing limitations — M v-2

(a) Encourage participation to extent of student auditory capacity.
(b) Include profoundly hard of hearing in non-performing roles: manager, trip scheduler, usher, ticket seller, librarian, publicity-advertising.
(c) Hands-on-experience - feeling lip and throat movements - may convey sense of song to profoundly deaf student.

Vocal: Language & Speech — M v-3

(a) Encourage participation to extent of students verbal capabilities.
(b) Choose music incorporating humming, blowing and simple sounds or syllable if speech limitation prohibits word production. Encourage participation in non-performing roles.
(c) See M v-2 paragraph c.

Vocal: Medical — M v-4

(a) Buddy with student with potential for medical problems (diabetes, epilepsy).
(b) Avoid scheduling practice or performance to interfere with medication time or toileting schedule unless parent can go and attend to this.
(c) Avoid practice or performance schedule which interferes with meal schedule if this essential to diabetic.

Vocal: Motor — M v-5a (poor legs only)

(a) Practice and performance areas should be accessible to students using crutches or wheel chairs. If not, seek alternative site.
(b) Accommodate the participant who must sit rather than stand.

Vocal: Motor — M v-5b (poor arms and legs)

(a) Practice and performance areas should be accessible to students using crutches or wheel chairs. If not seek alternative site.
(b) Accommodate the participant who must sit rather than stand.
(c) May need buddy to turn pages, hold music (here could substitute music stand).

Vocal: Motor — M v-5c (poor arms only)

(a) May need buddy to turn pages, hold music (here could substitute music stand).

Vocal: Thinking — M v-6

(a) Structured, repetitive practice sessions may be necessary.
(b) Teacher needs to be very involved so learning commensurate with ability actually takes place. Non-readers may be verbal and thus strength and leadership role should be recognized.

Vocal: Visual M v-7

(a) Substitute Braille music books, records and tapes for sheet music.
(b) Buddy system to guide blind student in practice.

Instrumental: Behavior M i-1

(a) May need extensive one-to-one relationship with teacher initially.
(b) Allow child's interests to guide the selection of instrument.
(c) May need frequent, short practice sessions.
(d) Gradually incorporate into group, then performance before non-group members.
(e) Give acting out student leadership responsibility.

Instrumental: Hearing M i-2

(a) Encourage participation to extent of student auditory capacity.
(b) Include profoundly hard of hearing in non-performing roles: manager, trip scheduler, usher, ticket seller, librarian, publicity-advertising.
(c) Hands-on-experience - feeling instrumental vibrations, handling instruments, watching performances - may convey function of instruments.

Instrumental: Language & Speech M i-3

(a) Those lacking precise breath control may wish to choose string instrument or percussion instruments rather than winds and brasses.

Instrumental: Thinking M i-6

(a) Structured, repetitive sessions may be necessary.
(b) Teacher needs to be very involved so learning commensurate with ability actually takes place.
(c) Non-readers may be verbal and thus strength and leadership role should be recognized.
(d) Rhythm instruments, rhythm band, jug and bottle band might constitute initial exposure to instrumental music.
(e) Encourage hands on experience - feeling instruments including while in use.

Performance: Motor: wheel chair - good arms M p-5a

(a) Practice and performance areas should be accessible to students using crutches or wheel chairs. If not seek alternative site.
(b) Accommodate the participant who must sit rather than stand.
(c) May need buddy to turn pages, hold music (here could substitute music stand).
(d) Allow extra time for non-walker to reach performance area. Be sure seating arrangement will accommodate wheel chair user.
(e) May need strong person(s) to carry wheel chair user upstairs unless barrier free route can be found.
(f) If performance requires overnight stay away from home living accommodations including bathroom should be accessible to crutch and wheel chair users.

Performance: Motor: wheel chair - poor arms M p-5b

See M p-5a paragraphs (a)(b)(c)(d)(e)(f)

(g) May need buddy to turn pages, hold music (here could substitute music stand).

Miscellaneous: Hearing M m-2

(a) Increased use of visual materials for the hearing handicapped.

Miscellaneous: Language & Speech M m-3

(a) Verbal response should not be invited but accepted if volunteered. If not understood, have adult write down subject so teacher may clarify concern or learn what student wanted to say.

Miscellaneous: Motor: Poor arms M m-5a

(a) Buddy system to include those with limited hand coordination in activities such as music composition, instrument making.

Miscellaneous: Thinking M m-6

(a) Buddy system may allow participation in music composition.
(b) Brief sessions with expected behavior and duration of this behavior clarified in advance.

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: NATURE AND OUTING ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
ASTRONOMY														
Homemade Planetarium	P	P	P	P		P	M	P	P	P	M	M	M	M
Star Charts	P	M	M	P		P	P	P	P	P	P	M	M	M
BIRD STUDY														
Bird Feeder	P	P	P	P		P	M	P	P	P	M	M	M	M?
Bird Records	P	M	M	P		P	P	P	P	P	P	P	M	P
Bird Pictures	P	P	M	P		P	P	P	P	P	P	P	M	M?
Building Houses & Feeders	P	P	P	P		P	M	P	P	P	M	M	M	M?
CAMPING														
Making Camping Equipment	P	P	P	P		P	M	P	P	P	M	M	M	M
Camping Trip	M	P	P	M		M	M	P	P	P	P	M	M	M
COLLECTING														
Gather & Display Nature Specimens, leaves, etc.	P	P	M	P		P	M	P	P	P	M	M	M	M
EXPLORING														
Visit Different Environments	M	P	P	M		M	M	M	M	M	M	P	P	P
FISHING														
Practice casting gym	P	P	M	P		P	?	P	P	P	M	?	P	P
Make fishing equipment	P	P	P	P		P	M	P	P	P	M	M	M	M
Go fishing	M	P	P	M		P	M	P	P	P	M	M	P	M
FLOWERS														
Grow flowers from seeds in pots or trays	M	P	P	P		P	M	P	P	P	M	M	P	P
Visit greenhouse	M	P	P	P		M	M	P	P	P	P	P	P	P
GARDENING														
Grow cherry tomatoes in pots under lights	M	P	P	P		P	M	P	P	P	M	M	P	P
GEOLOGY														
Begin a rock collection	P	P	M	P		P	M	P	P	P	M	M	M	M
HIKING														
Take a hike	M	M	M	M		?	?	?	M	M	M	M	P	M
NATURE CRAFTS														
Forest Folly Collage	P	P	M	P		P	M	P	P	P	M	M	M	?

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ACTIVITY GROUPING: NATURE AND OUTING ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Seed mosaic	P	P	M	P		P	M	P	P	P	M	M	P	?
NATURE GAMES Exploring your World	M	M	M	P		P	M	P	P	P	M	M	?	P
PET CARE Keep a Hamster	M	P	P	M		P	M	P	P	P	M	M	M	P
PHOTOGRAPHY Take photos of nature scenes, animals, etc.	P	P	P	P		P	P	P	P	P	P	P	?	?
TRIPS Take trips to points of interest museums, historic sites, parks	M	M	M	M		M	M	M	M	M	M	P	M	M
Keep a scrapbook of trip	P	P	M	P		P	M	P	P	P	M	M	M	?
WEATHER Make a barometer	P	P	M	P		P	M	P	P	P	M	M	M?	M
Interpret clouds & wind changes	P	P	M	P		P	P	P	P	P	P	P	?	P
Learn to read weather maps	P	P	M	P		P	P	P	P	P	P	P	?	?
WILDLIFE Mason Jar Antarium	M	P	P	P		P	M	P	P	P	M	M	P	?
Plaster casts of animal tracks	M	P	P	P		P	M	P	P	P	M	M	P	P

ACTIVITY: HOMEMADE PLANETARIUM

MATERIALS Hammer, nails, tin can large enough to accommodate flash light.
DESCRIPTION Holes punched with nail in end of can resemble a constellation so flashlight beam directed through them reflect and enlarge that constellation as shown on ceiling.
MODIFICATIONS Modify hammer to student's grasp & strength - light or heavy hammer; handle built up with sponge rubber and/or tape.

Large nail, awe, drill press, or template with pre-cut holes, for nails to make holes in can.

Substitute paper & pencil, window or light for tin, nail & flashlight if handicap prevents use of tin.

Child with visual handicap might see constellation by looking at light through the holes at close range, or by feeling formation of holes.

ACTIVITY: STAR CHART

MATERIALS Commercial star chart on cardboard with firmament in luminous paint; or book with star chart for guide, cardboard, white or luminous paint, brush.
DESCRIPTION Teaching aid replicates the heavens. Used to locate specific stars or constellations in the sky.
MODIFICATIONS Pin (small) or nail (large) to make holes from back side through stars so blind students can feel position and relative size of stars and constellations.

ACTIVITY: BIRD FEEDER

MATERIALS ? cardboard milk carton, heavy string or rope, 3/8 inch dowels, knife
DESCRIPTION Bird feeder is made by cutting windows with knife about three inches square and two inches from bottom of carton. Two windows should be cut on opposite sides. Cut holes for dowels which become perches beneath windows. Loop string through a hole in top to tie feeder around a branch. Fill up to bottom of window with bird seed, suet, etc.
MODIFICATIONS Modify knife to fit students grasp and skill. May have to build a jig to hold milk carton so window can be cut. Holes could be punched instead of cut with a knife.

ACTIVITY: BIRD RECORDS - IDENTIFYING BIRD SONGS FROM

MATERIALS Record - "A Field Guide to Bird Songs" - Raleigh Records
DESCRIPTION Help students to identify birds by learning their songs. Once students are familiar with 4 or more bird calls, calls could be played and the student who identifies the most is the winner (like a spelling bee).
MODIFICATIONS Begin with birds whose songs the student may already be familiar with such as the robin or bluejay. Use only one or two songs at a time and be sure to follow up with a field trip immediately. The ability to hear only one song at a time and hear it clearly will be particularly helpful to those with visual handicaps.

ACTIVITY: BIRD PICTURES - IDENTIFYING BIRDS FROM

MATERIALS A Field Guide to the Birds, Roger Tory Peterson or similar book.
DESCRIPTION Identify birds from pictures. Use only birds which student is sure to see locally. May be used in conjunction with records above. Use both in classroom and on field trips.
MODIFICATIONS Some visually handicapped may be able to see better with magnifying glass or by projecting pictures on a screen in dark room.

ACTIVITY: BIRD HOUSE

MATERIALS A few pieces of scrap wood, saw, hammer, nails, hinges, brush and stain, brace and bit.
DESCRIPTION Build a bird house of suitable size for the bird you want to nest. Very important that hole be of correct size and that it be the correct distance above the floor of the house - consult bird books.
MODIFICATIONS Let student find information on size and style. Power tools may help those with limited arm function but be sure safety precautions are taken. May be necessary to start the saw cut, drill hole, nail driving, etc. for student and then let him finish it. Vices to hold work are important.

ACTIVITY: MAKING CAMPING EQUIPMENT - Firestarters

MATERIALS Corrugated cardboard, tuna can, parrafin, double boiler, knife.
DESCRIPTION Many handicapped students will have difficulty starting their own fire. Fire starters will help through learning process and assist in emergencies. Pour melted parrafin over coiled up cardboard which is placed in tuna can.
MODIFICATIONS Extra care must be taken in using the hot parrafin. Be sure there is adequate level space at the right height. Double boilers can be made from tin cans. Wear gloves. Hold can with vice grips.

ACTIVITY: CAMPING TRIP

MATERIALS Usual camping equipment. See Boy Scout Handbook.
DESCRIPTION A camping trip should not be attempted unless leader knows what he or she is doing and has had prior experiences with youth groups.
MODIFICATIONS First trip with handicapped students should be to a developed site that has some of the basic facilities such as latrines, running water, lean-tos for shelter, etc. Night time with its strange noises, darkness, cold, will be most difficult and leader should be close at hand for most handicaps. Control amount of stimulation for students with behavioral problems. Post medicine requirements so they won't be forgotten in excitement. Check out architectural barriers and modify if possible. Rope system may be of help to visual handicaps.

ACTIVITY: COLLECTING

MATERIALS Pieces of masonite, hardboard or wood about 18" x 12", newspaper, luggage strap, glue, vinegar, notebook or scrapbook.
DESCRIPTION Leaves or ferns are pressed between newspaper until they are dry and can be mounted. Mix glue with vinegar and spread thickly over glass. Press specimen down on glue and then transfer to notebook. Cover with paper again and press to remove glue.
MODIFICATIONS Most difficult part is probably pressing specimen in glue and transferring to notebook without damaging specimen. Use larger, stronger specimens. Perhaps a spatula will help in transferring. Clear contact paper although more expensive would eliminate glue problem and when specimen is placed between contact paper they also make nice place mats.

ACTIVITY: VISIT DIFFERENT ENVIRONMENTS

MATERIALS Depends on environment. Probably a vehicle if away from school. Maps, field glasses, magnifying glass, camera, notebook, collecting bag, suitable clothes, etc. may also be helpful depending on trip.
DESCRIPTION Handicapped people have often had little exposure to a variety of environments. Idea is to take them to urban areas, rural areas, forests, mountain tops, cemeteries, swamps, lakefronts, etc.
MODIFICATIONS Modifications the same as for other types of trips and outings.

ACTIVITY: PRACTICE CASTING IN GYM

MATERIALS Bait and/or fly casting rod, wooden plug without hooks for bait rod, heavy fly without hook for fly rod, bicycle tire.
DESCRIPTION Practice casting into tire beginning at close distance and working further away as skill progresses.
MODIFICATIONS Students with poor arm control may be helped by using a special sling to hold the rod. See the book Games, Sports and Exercises for Physically Handicapped. Visual handicapped students may be helped by ringing a bell where they are supposed to land plug, also some light strips of tin that will make a noise when they land will tell students where they are hitting.

ACTIVITY: MAKE FISHING EQUIPMENT - FISH POLE

MATERIALS A length of bamboo, or other strong, light weight wood, small screw eyes, fishing line, sinkers, hooks.
DESCRIPTION Fish can be caught with the simplest of equipment and it's a lot more fun when caught on home made equipment. Fasten eyes on pole, thread line, attach sinker and hooks and you are in business.
MODIFICATIONS Part of pole to be used for handle may be built up with tape to provide a better grip. Tying knots may be a problem for many of the handicapped. Teach them the correct knot using larger rope first and then work down to fishline. Small vice to hold hook will be helpful.

ACTIVITY: GO FISHING

MATERIALS Fishpole, bait, plugs or flies depending on type of fishing to be done, creel or something to put fish in, knife, extra line, sinkers, etc.
DESCRIPTION The best way to get kids enthused about fishing is to take them on a trip. Consult brochure, "Guide to Fishing in Vt." available from Fish & Game Dept.
MODIFICATIONS Lake fishing from a pier will probably be the easiest for most types of handicapped, particularly those with leg problems. Be sure however that there are foot rails for preventing wheel chairs from rolling off. Hand rails will be helpful also for many. Button Bay State Park in Vergennes has a pier modified for handicapped. Life jackets a must for those going out in boats. Also see modifications under TRIPS card.

ACTIVITY: GROWING FLOWERS FROM SEEDS

MATERIALS Flowerpots or trays, potting soil, seeds, markers, may need growing light in winter.
DESCRIPTION Seeds are planted in the manner called for on the package.
MODIFICATIONS Behavioral handicapped may need gradual introduction to handling of soil because of resistance to getting dirty - possibly use gloves although this would defeat part of purpose, the handling of soil. Large work table of proper height will help those with motor handicaps. A piece of cardboard with holes punched in it at right place will assist those with poor arm control to get seeds in right position... also may want to use species with larger seeds that can be handled easier.

ACTIVITY: VISIT GREENHOUSE

MATERIALS None
DESCRIPTION This will expose handicapped students to the delightful sensual experiences in a greenhouse - smells, colors, textures, etc.
MODIFICATIONS See modifications under TRIPS card.

ACTIVITY: GROW CHERRY TOMATOES UNDER LIGHTS

MATERIALS Large clay pots, crushed stone, good soil, package of cherry tomato seeds, fluorescent light.
DESCRIPTION Because school is not open in the summer it is difficult to start and maintain an outside garden but this project will at least introduce the concept of growing your own food.
MODIFICATIONS Plant seeds according to instruction on package. See modifications under GROW FLOWERS card. If quicker results are wanted you may want to grow something like lettuce, radishes, herbs, etc. An attempt should be made to follow through with this by helping the student to get an outside garden planted at the end of the school year even though the teacher may not be able to advise during the summer. Perhaps an experienced gardener in his neighborhood could be asked to work with the student.

ACTIVITY: BEGINNING ROCK AND MINERAL COLLECTION (LAPIDARY)

MATERIALS Shoulder bag or knapsack, old newspapers, notebook and pencil, rock and mineral guidebook, magnifying glass, pocket knife, container for rocks such as a box or egg carton. Geologist's pick helpful.
DESCRIPTION Start in school ground, and gradually extend trips. After identifying put a spot of enamel on rock and then a number which refers to a number on a label sheet identifying rock, date, where found, etc.
MODIFICATIONS Visually handicapped should become quite adept at identifying rocks by feel - use of bright lights and magnifying glass may also help. Retarded may simply enjoy collecting various types of rocks without being too concerned about identification.

ACTIVITY: TAKE A HIKE

MATERIALS Sturdy shoes, clothing suited for weather, knapsack for food if a day hike. Map and compass if this is to be part of instruction. First aid kit.
DESCRIPTION Use old town roads, side trails to the Long Trail, trails in State Parks, etc. Consult brochure "Day Hikes in Vt." published by Green Mountain Club or contact your County Forester for ideas.
MODIFICATIONS Because handicapped will often lack strength and stamina begin with very short trips they can easily handle without making it an unhappy experience. Emphasize experiences while hiking rather than going a certain distance. Visually handicapped can hike by holding onto the belt of the person in front of them.

ACTIVITY: FOREST FOLLY COLLAGE

MATERIALS Leaves, ink pad, water colors, paint bruches (or toothbrush), screens, woodburner, white and colored paper, blueprint paper, magazines.
DESCRIPTION Pin leaf to paper and woodburn around leaf's edges, dip leaf on ink pad and then press on paper, Pin leaf on paper and spatter paint around leaf, place leaf on blueprint paper - expose to sun and develop in fresh water, cut fall scenes from magazines, glue all of these onto large piece of cardboard for collage.
MODIFICATIONS Several operations are involved here and it may be best to do only one or two at a time. Other techniques may be used to get the outline or impressions of leaves such as making the outline with magic markers or crayons, spray painting, etc. which may be easier. Visual handicapped would work better making a collage of 3 dimensional materials such as moss, sticks, pine cones, seeds, small stones and milkweed pods which can be glued onto burlap or wood to make attractive nature scenes.

ACTIVITY: SEED MOSAIC

MATERIALS Paper plates, string, white glue and a variety of seeds. As far as possible seeds used should be gathered from the natural environment.
DESCRIPTION A pattern, design or scene is outlined in pencil on a paper plate. Glue is spread over a distinctive part of the work and one type of seed used denote this part is glued on.
MODIFICATIONS String could be used to outline the area to be worked on so that visually handicapped could feel the limits of the area to be worked on. The fine movement of putting one seed in the right place could be assisted by the use of a funnel.

ACTIVITY: EXPLORING YOUR WORLD

MATERIALS One each of a walnut, rock, small fern, pine cone, stick, bit of moss, leaf, bit of bark, and other natural objects.
DESCRIPTION Students sit in circle, close their eyes, and each child is given one object. Ask them to explore object with touch, smell, taste, holding against cheek, etc. Place all objects in center, add extra items, and have child find his object. This may be done with eyes closed or open with eyes open he must choose his object without touching it.
MODIFICATIONS For those with poor motor control in arms use larger objects. For those with limited leg function items could be put on table where everyone can reach. Buddy system might be used so that two could work together.

ACTIVITY: KEEP A HAMSTER

MATERIALS A hamster is suggested because of its small size, relative inexpensiveness, and the fact that it does respond to some degree. Other pets might be selected depending on student. Cage, food, water, etc.
DESCRIPTION Keep the pet in school until student has demonstrated that he will assume total responsibility for it then let the student take it home.
MODIFICATIONS The only modifications that should be needed are those that will permit the type of handicapped to adequately feed the pet, clean its cage, and perhaps to handle it. This may require changing the doors, latches, feeding mechanism, cleaning tray, etc., probably using larger sizes and equipment that can be more easily handled.

ACTIVITY: PHOTOS OF NATURE SCENES, ANIMALS, ETC.

MATERIALS Camera, film, flash bulbs, notebook and pencil, scrapbook or slide holder.
DESCRIPTION Photography, in addition to being an enjoyable activity in itself, helps a child to see his environment in new and clearer ways.
MODIFICATIONS Polaroid photography may help the retarded, those with behavioral handicaps and those with language and speech difficulties to gain a quicker understanding of what is going on and be more satisfying. Those with poor arm control may be helped by using a tripod to hold the camera steady and an extension shutter release so they do not have to touch camera at time of exposure.

ACTIVITY: TAKE TRIPS

MATERIALS Depends on type of trip, weather, purposes, etc.
DESCRIPTION The more experiences the handicapped can take part in, the better they will be to handle themselves and to relate to others.
MODIFICATIONS Extra attention needs to be given to preparing students for trip so they know what to expect. Use buddy system so someone is always with handicapped. Watch out for safety problems. Survey architectural barriers. Be sure handicapped student understands what is going on. Watch amount of stimulation. Provide quiet time and place for handicapped to pull out. Repeat trips for maximum understanding. Use as much sensory experience as possible.

ACTIVITY: KEEP A SCRAPBOOK OF TRIPS

MATERIALS Scrapbook, rubber cement, scissors.
DESCRIPTION Much of the value and enjoyment of trips is remembering the pleasant experiences. Save photographs, tickets, programs, post cards, etc. to help a student recollect these events.
MODIFICATIONS Rubber cement tends to dry very quickly. Perhaps thinning it down with extra thinner, putting in a bowl and using a wider brush would make the process go faster for handicapped who may have difficulty.

ACTIVITY: MAKE A HYGROMETER

MATERIALS Two thermometers that are the same, milk carton, rubber band, shoelace or wick, jacknife, Relative Humidity Chart.
DESCRIPTION Hold thermometers on outside of milk carton by strapping rubber bands around them. Cut small slot about three inches up from bottom under one thermometer, connect wick or shoe lace to bulb and put through slot. Put about two inches of water in carton. Differences in temperatures will give you humidity when interpreted from chart in most nature or weather books.

ACTIVITY: INTERPRET CLOUD AND WIND CHANGES

MATERIALS Weather book or some other book that has pictures of clouds and what they mean.
DESCRIPTION By learning what different cloud formations mean students can begin to predict weather changes.
MODIFICATIONS Visually handicapped may be helped by use of reading aids, projections on screen, use of field glasses to look at clouds. Identifying cloud formations as they occur, with photos in books will make learning more relevent, followed up with records showing type of clouds and weather that followed.

ACTIVITY: LEARN TO READ WEATHER MAPS

MATERIALS Weather maps from a newspaper or weather bureau, book that explains symbols.
DESCRIPTION Learn what the sumbols mean regarding cloud cover, precipitation, wind, and fronts. After learning these symbols practice interpreting weather.
MODIFICATIONS Conceptual nature of this project will make it difficult except for the older more intelligent student. Practice using the symbols to record weather conditions locally. Raised symbols could be used for visually handicapped. Visual handicapped may be able to sense wind, moisture, and barometric changes through other senses. Weather reports on short-wave bands may be more meaningful than printed reports ... also local radio and television stations.

ACTIVITY: MASON JAR "ANTARIUM"

MATERIALS Quart Mason Jar with metal screw top, small twig, large spoon, ant hill, 1 fine window screen (cut to fit inside lid) black construction paper (8½x11), sugar cube, ½ inch square sponge, water, masking tape.
DESCRIPTION Fill jar three fourths full with soil from ant hill. Add extra ants, by letting them crawl up twig held near hole and shake into jar. Wet soil with water, add wet sponge, grass, and sugar cube to top. Wrap jar with black paper. Screw lid on over screen. Remove paper only when you want to observe activities of ants. Feed ants with grass seeds, bits of meat, wheat germ, fried bacon, etc.
MODIFICATIONS Behavioral handicapped may have fear of ants or may want to kill them. Perhaps observing ants in natural setting for a while may lessen this. Larger black ants rather than small red ones better for visual handicapped - let them feel ants crawling on skin.

ACTIVITY: PLASTER CASTS OF ANIMAL TRACKS

MATERIALS Plaster of Paris, talcum powder, stirring stick, strips of cardboard three inches high and 12 inches long, tin can to mix plaster in, water, book to identify species of animal whose track is being cast.
DESCRPITION Place cardboard around track to form mold - should be 2-3 inches wider than track, shake talcum powder over track to keep sand from getting into plaster, mix plaster and pour into mold, let harden 2-3 hours.
MODIFICATIONS Plaster of Paris hardens very quickly - perhaps too quickly for many of the handicapped, add vinegar to retard process. If it is difficult to get students to tracks, the track may be dug up if careful and carried to student. Items such as mushrooms leaves, shells, fish can also be plaster cast. Plastic casting makes nice mementos and paper weights and would also be very exciting. Be sure to follow up casting project with study of the species that made the track to make it more meaningful.

RESOURCE MATERIAL ON NATURE AND OUTING

GARDENING
"Green Thumb Activities for Classroom Gardeners"
by George & Kathy Abraham
The Instructors Publications

"SEED GRO"
The Educational Aid Department
Union Carbide Research Center
P.O. Box 363 I Tuxedo, N.Y. 10987

BIRD CALLS
Peterson's records of bird songs - available on order or purchase from book stores which sell records.

RECREATION
"Recreation for Retarded Teenagers & Young Adults"
Carlson and Craigland
Abingdon Press 1968

KEY:
P - Possible without Modification
M - Possible but with Modification
? - But worth a try

ACTIVITY GROUPING: SOCIALIZATION ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
1. COMMUNITY POSSIBILITIES (WITH OTHERS IF SOCIALIZATION IS TO BE FOSTERED)														
a. SPORTS OBSERVERS (Boat races, ice hockey, football, baseball, skiing, tennis, track, car races, etc.)	M	P	P	P		M	M	M	M	M	M	M	P	M
b. MOVIES INDOORS	M	M	P	P		M	M	M	P	P	P	P	P	M
OUTDOORS	M	M	P	P		P	P	P	P	P	P	P	P	M
c. PLAYS, CONCERTS LECTURES	P	M	P	P		M	M	M	P	P	P	P	P	M
d. CAMPING& PICNICS	P	P	P	P		M	M	M	P	P	P	P	P	P
e. PUBLIC BUILDINGS (Court, Post Office, Library,etc.)	P	P	P	P		M	M	M	P	P/M	P/M	P	P	P
f. FAIRS (Fairs, bazaars, church suppers, auctions)	P	P	P	P		M	M	P	P	P	P	P	P	P
g. RESTAURANTS	P	P	P	P		M	M	P	P	P	P	P	P	P
2. SPORTS PARTICIPATION														
a. Competitive sports(baseball, basketball, football, hockey)	M	P	P	M		M	M	M	M	M	M	M	M	M
b. Gymnastics	P	P	P	P		M	?	M	M	M	?	?	P	P
c. Games	SEE SECTION ON MOTOR ACTIVITIES													
d. Swimming														
OUTSIDE SCHOOL														
a. Downhill Skiing	P	P	P	P/M		-	-	-	-	-	-	M	P	P
b. Cross-Country Skiing	P	P	P	P/M		-	-	-	-	-	-	M	P	P
c. Tobogganing	P	P	P	P/M		M	M	M	P	M	M	M	P	M
d. Snowmobiling	P	P	P	P		M	M	M	M	M	M	M	M	M

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OUTSIDE SCHOOL Cont'd														
e. Sledding	P	P	P	P		M	M	M	M	M	M	M	P	P
f. Hayriding	P	P	P	P		P	P	P	P	P	P	P	P	P
f. Fishing	P	P	P	P		M	M	M	P	P	P	M	P	P

MODIFICATION SUGGESTIONS

1. COMMUNITY POSSIBILITIES

a. Sports Observers - Terrain needs to be smooth for wheel chairs and uncertain or crutch walkers, distances short, accessible (see Building Needs) rest rooms if time at events is lengthy, accessible entrances and exits if indoors (entrance without steps and on ground level or with ramp). Because these events may be exciting, student with poor emotional controls needs someone to offer stability. Blind need to hold someone's arm.

b. Movies - Harrowing movie should be avoided for children with poor emotional control. Usually indoor movies are on ground level, but care needs to be taken to be sure there is space for wheel chair beside aisle storage which is forbidden by fire laws. Access to rest room is consideration. Preferential seating for hearing and vision handicapped.

c. Plays, Concerts and Lectures - Ground level entrance or ramp essential for wheel chair users or students with long leg braces and crutches. Preferential seat for vision and hearing handicapped.

d. Camping and Picnics - Hard, smooth terrain, not too great distance, and availability to toilet facilities, are only consideration needed. Blind get clues from seeing companion by holding onto guide's arm. (Button Bay State Park has been modified for camping by the handicapped.)

e. Public Buildings - Non-handicapped students use public buildings and learn something about the community and government in the process. Too often some of the handicapped never have this opportunity. They, too, need this experience and most can manage. Steps are the big problem and entrance widths for wheel chair users. Ramps are becoming increasingly present. Look for parking spaces reserved for the handicapped. Ask if alternate entrance is accessible if main one is not.

f. Fairs, etc. - Again terrain and distances may present problems to wheel chair users; accessible bathrooms essential unless stay is short. Visually handicapped need person to guide them.

g. Restaurants - Many have steps and impossible-to-enter rest rooms. Necessary to check ahead.

2. SPORTS PARTICIPATION

School

a. Competitive - A student with serious behavior problems might not be able to adjust to the excitement of competition; students unable to walk and run could not participate in the sport itself but might participate by being ticket takers, time keepers, score keepers, reporters, etc. and feel a real part of the activity.

b. Gymnastics - May be possible for all but students with poor arm function. Those unable to walk would need to be limited to activities dependent upon hands, arms and shoulders only.

d. Swimming - Many motels loan pools at odd hours to students with handicaps. Swimming possible for most handicaps. Supervision by water safety personnel essential.

Outside School

a. & b. Downhill & Cross Country Skiing take good arms and at least one good leg but otherwise can be tried by anyone unless medically unsuited. Blind can be taught to ski (Special Instructions available). Students with poor arms only could ski without poles on low hills only. Lower leg amputee ski with tiny skis on poles & one ski.

c. Tobogganing - Motor handicapped could ride with others in toboggan on short hills without bumps.

d. Snowmobiling - Motor handicapped and blind could ride behind a snowmobile; thinking handicapped might or might not have the judgement needed to be a safe driver.

e. Sledding - Motor handicapped might need back support and be riders only.

f. Hayride - Possible for all. Those with inadequate sensation need special protection from cold.

g. Fishing - Problems of terrain and bathroom affect the motor handicapped but fishing is possible. Visually handicapped need guidance on terrain, baiting hook, etc. and then can be independent. Place with pier which is level with ground is ideal for fishing from wheel chair. (Button Bay State Park at Vergennes has such a pier for wheel chair users.)

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3. COMMERCIAL GAMES (Checkers, Chess, Concentration, Monopoly, Bingo, etc.)	P	P	P	P		P	P	P	P	P	P	P	M	P
	See Motor Activities for Suggested Modifications; game for thinking handicapped student selected by thinking skills.													
4. CLUBS IN SCHOOL (Future Homemakers of America, Science Clubs, Stamp Club, etc.)	P	P	P	P		P	P	P	P	P	P	P	M	P
CUT-OF-SCHOOL (4H, Boy & Girl Scouts, etc.)	P	P	P	P		M	M	M	P	P	P	P	M	P
5. SCHOOL ACTIVITIES														
a. Dances	P	P	P	P?		M	M	M	M	M	M	P	P	P
b. Student Government	P	?	P	P		P	P	P	P	P	P	P	P	?
c. Message Takers	?	?	?	P		M	M	M	M	M	M	M	P	?
d. Ticket Sellers	P	P	?	P		P	P	P	P	P	P	P	P?	P
e. Ticket takers	P	P	P	P		P	P	P	P	P	P	P	P	P
f. School Paper	See Modifications on this.													
g. Music Activities	See Section on Music.													
h. Dramatics	See Section on Drama													
i. Debate	See Modifications on this.													
j. Fund Raising	P	P	P	P		P	P	P	P	P	P	P	?	?
6. CLASSROOM ACTIVITIES (young children)														
a. Boiling sap & having sugar on snow party	P	P	P	P		M	M	M	P	P	P	M	P	P
b. Making snow man	P	P	P	P		M	M	M	P	P	P	?	P	P
c. Snow fight	M	P	P	P		M	M	M	P	P	P	?	P	P
d. Making snow fort	P	P	P	P		M	M	M	P	P	P	?	P	P
e. Feeding birds	P	P	P	P		M	M	P	P	P	P	?	P	P

3. COMMERCIAL GAMES - Bingo - Bingo numbers would need to be used as number is called so hearing handicapped student will get visual clue; strip of white glue on lines and numbers of Bingo card and covered with sand or string would enable blind student to participate. Checkers - Lines and black spaces treated with glue and sand; checkers of different shapes for blind; Chess - one set of chess men with tack in top to distinguish for blind. Cards - card games for students with severe thinking problems could start with simple matching by numbers, kings, queens, jacks (any suit) by pairs, then four cards which are alike (all suits); then all of the clubs, hearts, spades, diamonds in turn. This could be made into a game and gradually get into simple card games.

4. CLUBS
In School - All can participate; thinking handicapped should be included in group where adequate participation is possible. Blind student may want a buddy to supply clues on what is missed visually.
Out-of-School - Preferably handicapped should not be in group apart from the non-handicapped. Meeting places and toilets must be accessible. The fewer exceptions in expectations, the more satisfying the activity is for the handicapped. Over-protection and pity are taboo!

5. SCHOOL ACTIVITIES
   a. Dances - Medical problem could exclude dancing; non-walkers or unsteady walkers may not dance but could serve refreshments, take tickets.
   b. Student Government - Wheel chair users or unsteadywalkers might use telephone in out-of-school hours to do committee work not possible in school, remind people of meetings, etc.
   c. Message Takers - Wheel chair users and unsteady walkers like to take messages but distances and stairs need to be avoided.
   d. Ticket sellers - non-walkers or unsteady walkers can often do a super job of selling tickets via telephone. A student with a marked speech problem might prepare a sign giving purpose of fund raising and cost and use this with a minimum amount of speech. (Using speech is good practice but added social pressure may add too much stress and thus interfere with ticket selling.)

6. CLASSROOM ACTIVITIES (young children)
   a. Boiling sap and having sugar on snow party - Non-walkers might have the job of telling the maple sugar story before others fix the party. Napkins, doughnuts and pickles could be passed by non-walkers.
   b. Making Snow Man - If done close to school door, a wheel chair user, using board on wheel chair arms, could compress snow, brought by classmates, to make head and arms, etc.; bring materials for facial features, hat and scarf.
   c. Snow fight - Snow will not hurt a wheel chair. It's fun to be in a snow ball fight if snow balls are not ice hard and are thrown from distance. Same board on wheel chair to hold snow, brought by others, means wheel chair user can participate. Behavior handicapped person might need help to avoid over-excitement and wild throwing.
   d. Snow Fort - Snow blocks need to be made for snow fort. Same as above applies for wheel chair user or poor walker with board on wheel chair to help in forming blocks which able bodied children can make into a fort.
   e. Feeding Birds - The leg work of filling feeder could be done by children with good arm function and walking ability; keeping track of supplies needed, filling small container to use, by non-walkers. Non-walkers might be the ones to tell the class about birds which are seen; keep records with new birds and dates.

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ACTIVITY GROUPING: SOCIAL ACTIVITIES (Card Games) ACTIVITY	BEHAVIOR	HEARING	LANGUAGE & SPEECH	MEDICAL	MOTOR	a. WHEEL CHAIR USED & GOOD ARMS AND HANDS	b. WHEEL CHAIR & POOR HANDS & ARMS	c. LONG LEG BRACE(S) & CRUTCHES	d. CRUTCHES & SHORT LEG OR NO BRACE	e. LIMITED FUNCTION IN LEGS BUT NO EQUIPMENT	f. LIMITED FUNCTION IN ARMS & LEGS BUT NO EQUIPMENT	g. POOR ARMS ONLY	THINKING	VISUAL
Fish	P	P	P	P		P	P/M	P	P	P	P/M	M	P	P/M
War							P/M				P/M	M	P	P/M
Animal Rummy							P/M				P/M	M	P	P/M
Crazy Eights							P/M				P/M	M	P	P/M
Canasta							P/M				P/M	M	M	P/M
Pinochle							P/M				P/M	M	M	P/M
Solitaire							M				M	M/?	P	P/M

ACTIVITY: WAR (card game)

MATERIALS Deck of Cards.
DESCRIPTION 2 may play. All cards are dealt to the 2 players. Players begin discarding cards simultaneously until both players discard same card whereupon they call "War". The next cards they discard decide winner of pile by the highest card discarded. Players continue until all cards are used. The one with the most cards wins.
MODIFICATIONS Those with poor hand function may have player deal for them. Those with visual problems might have larger print cards (Black on White). Source of special cards for visually handicapped could be secured from Division for Blind Services, Dept. of Social and Rehabilitation Services, 81 River Street, Montpelier 05602. There are Braille cards for the blind.

ACTIVITY: PINOCHLE (card game)

MATERIALS Pinochle deck

DESCRIPTION More complicated card game played with partners. Strategy is required. Refer to card game book available in most libraries for directions. Older high school student might enjoy learning this game and teaching it to a handicapped student; not suitable for young children.
MODIFICATIONS Use Canasta-like tray for student with limited hand function. Player, using wand on head gear, might point to card on tray or say what card is wanted if speech is possible.

PART - III

PROGRAM PLANNING FOR THE STUDENT WITH SPECIAL NEEDS

Inherent in going to school are problems - those imposed by a student's home environment, health, parts of learning, and the interrelatedness of the many people in schools. Part of education is supplying students with the tools of problem solving from awareness to acceptance to solution. This applies to all students and even more to students with special needs since handicaps impose added problems. This section was developed to suggest a possible sequence for solving problems unique to students whose handicaps are disabling enough to require many modifications in school. You are encouraged to reproduce and use any part or parts of this section to facilitate program planning for any student.

GENERAL SUGGESTIONS

1. LEARN FROM THE STUDENT WITH SPECIAL NEEDS

   This student lives with the handicap each and every day. Who could know more about it? If there is SINCERE INTEREST the student will help you learn about the handicap, what it's like in and out of school, if there is true understanding of the handicap, and if he/she feels defeated or is challenged to succeed.

2. START A WORKING PARTNERSHIP WITH THE STUDENT'S PARENT(S)/CARETAKERS

   The teacher, parents and the students may all be enriched and helped through a WORKING PARTNERSHIP cultivated as soon as a handicapped child enters school, and nurtured throughout the entire school experience.

   The spin-offs of such a partnership can be great to all. Being involved in planning may enhance a parent's sense of self worth, provide incidental learning from the school regarding child growth and development, and education as well. Teachers will learn about the impact of the handicap upon parents and their resultant good management or mismanagement of this child with very special needs, and have parental support for school plans rather than the reverse. Likewise, no school with a true working partnership needs to be concerned about unavoidable accidents, suits, challenges about rights or complaints.

   It may be necessary to go to parents initially, in preference to a school visit, for their cumulative experiences relating to this child may have invited and reinforced withdrawal. There may be initial defensiveness coupled with reluctance to discuss facts which are painful, but eventually this should disappear with a demonstration of sincere and sustained interest, and a real need for help.

3. LEARN ABOUT THE HANDICAP EARLY IN THE SCHOOL YEAR

   There are many suggested sources of information in this document - consultants, "Tips for Teachers", the sources of audio-visual materials, books, magazines, phamphlets, modifications which apply to the school - in addition to what you have learned from the student and parent.

IF YOUR TEACHING LOAD IS HEAVY, AND EVEN THE THOUGHT OF RESEARCHING DATA ON THE STUDENT'S HANDICAP IS OVERWHELMING, SEEK OUTSIDE HELP. Your building principal, School Nurse, Pupil Personnel Director, Guidance Counselor or parents might help you find a volunteer to do this for you. Some service organizations might be interested, or an able person with grown children, or a retired person would delight in a challenging volunteer job which offers real assistance to child and teacher alike.

4. DO NOT EXPECT A "RECIPE" FOR ANY HANDICAP

No two people are alike - even relatives or identical twins.
Likewise there are no handicaps exactly alike. Handicaps imposed on each person cause varying impact because of personality and environmental and health differences.
THEREFORE, DO NOT EXPECT A "RECIPE" FOR ANY HANDICAP! INSTEAD, FOCUS ON AN INDIVIDUAL STUDENT WHO IS UNIQUE TO START WITH AND HAS A HANDICAP UNIQUE TO HIM/HER.

5. A STUDENT WITH SPECIAL NEEDS IS LIKE OTHER STUDENTS IN MORE WAYS THAN NOT

Underneath the "handicap cover" is a young person with the same hopes, fears, hang ups and maturation stages as any other person. Beyond this each wants to be like all others in dress, vocabulary, customs and TREATMENT BY THE TEACHER. Modifications, of course, may be needed but this student would appreciate having them soft-pedaled.
If others have report cards, this student wants a report card and with the same system of grading of the others.

6. GAINS ARE MADE ON ABILITIES RATHER THAN HANDICAPS

Section III, with its OBSERVABLE SCHOOL SKILLS Form, is a good way to focus on abilities. If the teacher "inherited" one or more of these from past years, it is helpful to compare them and fill in one for the current year as well. In this way the teacher will learn if there is progress, about interests, aptitudes, and effective ways to structure school for success. If there are gains, even tiny ones, the teacher will be rewarded by sharing the facts with parents and with the student.

7. ONE WORLD FOR ALL

The purpose of education is to provide the "tools" to unlock needed knowledge throughout life in a world for people of all ages, abilities and disabilities. If the student with special needs is to succeed either socially or vocationally with as much independence as ability permits, the school needs to guard carefully against unconsciously limiting such independence either through needless over-protection, or reduced educational goals. During the after school years, except for a person with such a severe handicap that independence is impossible, everyone, including the disabled, has to cope with the problems inherent in living - support, self care, medical and dental care, socializing, and even understanding government with its laws, regulations, pensions and grants during times of need, and taxes. Therefore, within the realities of possible function as shown on the OBSERVABLE SCHOOL SKILLS form, all goals should be high, and good performance, commensurate with ability, should be expected even if work has to be done over and over again.

People with disabilities starting in early childhood have had to have services, they have often been given no responsibilities, they have not been included in decision making, they have been excused from completing tasks they did not like. THEREFORE, SCHOOLS HAVE A UNIQUE, IF HARD JOB OF REVERSING THESE HANDICAPPING PATTERNS BY EXPECTING WORK OF AS HIGH CALIBRE AS POSSIBLE. Try to remember the old saying, "The world ownes no man a living". Disabled people crave the dignity of self support rather than a dole!

8. AGE AND GROWTH OFTEN MAY ADD HANDICAPS

A difference in gait in an attractive child provokes compassion or may even be overlooked; the same difference in gait, through maturity and growth, is accentuated and even alienates many people. There is no logical justification for this because the involved person remains the same personality as before. However, this is a reality situation. In order to prepare for this, SCHOOLS NEED TO DO EVERYTHING POSSIBLE TO DEVELOP IN THE STUDENT WITH SPECIAL NEEDS A STRONG, EVERLASTING SENSE OF SELF WORTH. Pity does not do this, but EARNED PRAISE does. Being GIVEN RESPONSIBILITY - real responsibility - helps. Being expected to MAKE DECISIONS - real decisions in keeping with age - matters. HIGH EXPECTATIONS, like those of fellow students, may be very challenging and require much extra work but if successful another big hurdle has been mastered. Insistence on POLITENESS really matters for, visible differences or not, it is hard for anyone to be unkind to a person who is kind, thoughtful and polite!

9. EDUCATION FOR THE HANDICAPPED IS MORE THAN ADJUSTMENTS IN TRANSPORTATION, LUNCH PLANS, AVOIDANCE OF BUILDING BARRIERS, ETC.

Students with handicaps need full educational programming to meet their very special needs - in health, learning, socializing, taking full advantage of school resources and planning for the after school years.

10. INDEPENDENCE IN SCHOOL NEEDS TO BE DEMONSTRATED TO PARENTS

Some parents, tending to give too much service and too little responsibility at home, may learn from the school if the student's independence is demonstrated and discussed. If presented as evidence of achievement, there may be some carry-over into the home; if done to point out what should be done at home, resentment could result.

11. FORMS IN MANUALS MAY BE REMOVED FOR ZEROXING

Manuals may be used indefinitely if forms, filled in for students, are removed and duplicated before being filled in.

12. MANUALS ON LOAN TO SCHOOL PERSONNEL FOR ACADEMIC YEAR ONLY

Stick on type address labels, with typed instructions, and affixed to upper right side of front cover, could show where manual is to be returned at end of school year. This permits re-distribution to the next year's school staff who work with a student with special needs.

13. LOCATION OF FORMS

Forms needed to implement sections are filed immediately after the suggested exercise. For example, the sample Staffing Report form is included with the Basic Staffing/Conference Plan; Observable School Skills and the Parents' form, with the elementary grades; Study Skills/Interests form with junior high school, etc.

14. COLOR LOCATION OF MATERIALS

In order to facilitate quick location of project materials the following colors are used as follows:

YELLOW - "INTRODUCTION" (including IMPLEMENTATION SUGGESTIONS, Public Law 94-142, Due Process, Confidentiality)

GREEN - "CAREER EDUCATION"

BLUE - "SEVERE MULTIPLE HANDICAPS"

PINK - "STUDENT PLANNING/RESOURCE" with 5 sub-dividers

WHITE - FORMS are white to facilitate location and clear reproduction. If form continues onto another page(s) the word "MORE" will appear in the lower right corner; the word "END" on the last page of that form.

BASIC STAFFING/CONFERENCE PLAN FOR KINDERGARTEN - GRADE XII

A - WRITTEN PLAN FOR SECURING NEEDED HELP FOR SCHOOL STAFF MEMBER, WORKING WITH DISABLED STUDENT, WHEN TROUBLE/SPECIAL NEED ARISES

PLAN TO INCLUDE:

1. Person/Position for school staff member to contact when help is needed (Guidance Counselor, Teaching or Non-Teaching Principal, Director of Pupil Personnel, School Nurse, Home-School Coordinator, etc. dependent upon individual school. Ideally, it should be the person most knowledgeable about and interested in students with special needs related to disabling conditions.)

2. Possibly a simple form might be devised, since needs are often expressed more clearly in writing than presented verbally, such form to list date, student's name, grade placement (or class subject in high school), teacher, and the special need(s) on which the teacher seeks help.

3. Description of the procedure to be followed subsequent to receipt of such a report form. In some instances quick intervention by a person best suited to offer guidance would suffice; in others, if the need(s) so warrants, a STAFFING involving everyone working with the student, and including parent/parents/or caretaker would be called at a pre-set time when full attendance is assured.

4. The plan would provide for yearly review by all involved school staff to maximize effectiveness of educational planning as required by federal Public Law 94-142 (see introduction pp.-xxix- through -xxvi-).

(NOTE: This plan assumes that student's initial evaluation/planning conference would have taken place before current placement.)

B - WRITTEN PLAN GIVEN TO EVERY SCHOOL STAFF MEMBER OF A STUDENT WHOSE SPECIAL NEEDS (mild to severe) WARRANTS EDUCATIONAL MODIFICATIONS ("EVERY" means bus driver, playground or cafeteria supervisor, Art, Music, Phys. Ed., etc.)

1. This shows school staff that there is a specific support system.

2. It assures students with disabilities of reasonably quick attention to any problems which arise.

3. It conforms to the requirements of federal Public Law 94-142, such conformity essential to any type of federal educational funding to the entire school district.

C - PREPARATION FOR A CONFERENCE/STAFFING REGARDING A STUDENT WITH SPECIAL NEEDS

1. The school staff member setting the conference/staffing or his/her designee, should study and summarize data regarding the student's handicap, aptitudes, interests, special school approaches which help, and academic achievement from such sources in the school as:

a. Health Record
b. The OBSERVABLE SCHOOL SKILLS K-6 form(s) if one(s) was (were) filled in before.
c. The student's permanent record including minutes of past staffings.
d. Medical-therapy reports if available from outside physicians, hospitals or agencies.
e. Information from the involved student.
f. Information from the parent(s)/guardian of the involved student.

2. If there is a lack of understanding about the student's BASIC HANDICAP (such as the condition known as epilepsy, cerebral palsy, spina bifida, etc.) a volunteer might be secured to gather data, not on this student but on the handicap, from suggested material listed under "RESOURCES" in this document. This data should help any school personnel replace fears, misconceptions and questions with facts.

3. The person listed under A1 would assemble all data, set a mutually convenient date for all staff working with the student, parent(s)/caretaker, and any outside agency involved, prepare an agenda, appoint a recorder unless he/she will do this as well as chair the staffing, and send all concerned in writing the day, date, time and place and the agenda.

4. It is essential, in compliance with federal law, to make sure the parent is invited and has given written consent for <u>each</u> staffing. A sample permit might be:

THIS TESTIFIES TO OUR (MY) WILLINGNESS TO HAVE INFORMATION SUPPLIED BY US (ME) REGARDING _____ (Name of Student), AND PREPARED FOR A STAFFING AT SCHOOL, INCLUDED IN THE MINUTES SUPPLIED TO US (ME) AND TO THE OTHERS WHO ATTEND, AND OUR CHILD'S PHYSICIAN SHOULD HE/SHE BE HAVING MEDICAL CARE AT THE PRESENT TIME. A SEPARATE PERMISSION FORM WOULD BE SENT TO YOU FOR ANY FUTURE STAFFING OR ADDITIONAL DISTRIBUTION OF THESE MINUTES.

SIGNED _____ (Parent/Guardian)

DATE _____ " _____ " "

D - AGENDA FOR STAFFING/CONFERENCE

<u>PEOPLE TO BE INCLUDED</u>

All teachers working with involved student
Guidance (or Pupil Personnel or its local equivalent)
Principal
Parent(s)/Caretaker(s)

(If student is having intensive medical care, and latest information is not available to school nurse, the school nurse or the chairperson for the staffing may want to talk with the doctor. <u>A written permission from the parent</u> is needed for this, however.)

School Nurse
Outside Agency if currently working with student (If attendance is not possible, current status, provided parent gives permission to secure same, would add to completeness of session.)
Vocational Rehabilitation (if student is in Senior High & has already been referred to them.)
Student (when appropriate)

STAFFING AGENDA

1. The Chairperson, mentioned in A1 would briefly summarize materials referred to in C 1 and 2.

2. Special forms (mentioned under Elementary, Junior H.S., Senior H.S./Vocational Technical Center immediately following this) should be discussed if already filled in, or completed at the staffing if not filled in. Any differences regarding material listed shcould be discussed and settled by consensus.

3. The Chairperson would then list all known problems warranting attention and preferably list same on chalkboard or large newsprint pad for all to see.

4. The group should be invited to add others if they exist.

5. If the list contains more than about six major problems, those with real priority should be selected for immediate consideration; the others, for later consideration.

6. The general educational objectives for the current year should be set answering: "What do we expect this student to accomplish this academic year?" "What does the school need to stress in planning for this student?" This should be recorded.

7. Taking each problem by itself, a plan should be developed by the group for utilizing all possible school and out of school resources for reducing same. The problem, the means for resolving it, the needed time expected to reduce it, the way of evaluating results, and the person(s) responsible for action should be recorded for each problem to be considered.

8. The plan for future staffing might be set, or if it is not the process for requesting a staffing should be discussed.

9. Since the involved student should know about the staffing findings, the group assembled at the staffing might decide which person in the school has the most comfortable relation with the student in order to go over the staffing minutes when they are distributed to all who attend within 10 days of the session. (For sample format of the STAFFING MINUTES see the following page. $1\frac{1}{2}$ hours are usually needed for each staffing following the AGENDA as planned.)

NOTE: REPEAT STAFFINGS WITHIN THE SAME ACADEMIC YEAR would basically follow this agenda except to start with brief statement of handicap, goals for the year, and a report on what happened as result of recommendations made at previous staffing to start the session. Then it would continue on items 3-8 listed above. The same staff member, chosen before, would discuss the minutes with the student. Repeat staffings can be avoided by comprehensive planning at the initial staffing each year.

STAFFING OF _____ BIRTHDATE _____ SUBJECT RATING _____ EX EXCELLENT
DATE OF STAFFING _____ GRADE _____ _____ G GOOD
PRESENT FOR STAFFING: _____ P POOR
_____ F FAIL
_____ U Ungraded
_____
RELEVANT FACTS ON HANDICAP: _____

GENERAL GOALS FOR CURRENT SCHOOL YEAR:

#	AREA (over)	DESCRIPTION OF PROBLEM	PLAN OF ACTION & EXPECTED TIME NEEDED	PERSON(S) RESPONSIBLE

POSITION & NAME OF PERSON MONITORING RECOMMENDED ACTION: _____
STAFF PERSON TO DISCUSS STAFFING & GET REACTIONS OF STUDENT: _____
DATE & PLACE OF NEXT STAFFING IF SET AT ABOVE STAFFING: _____
PROCEDURE FOR REQUESTING STAFFING & PERSON TO CONTACT IF TIME NOT SET: _____

(MORE OVER)

POSSIBLE AREAS (IN WHICH PROBLEMS MIGHT OCCUR)

MEDICAL

SELF HELP

MOTOR CONTROL

- FINE
- GROSS

COMMUNICATION

SENSATION

- HEARING
- SEEING
- FEELING
- TASTING
- TEMPERATURE AWARENESS

ACADEMIC

- THINKING/LEARNING AREAS
- SUBJECT MATTER
- MOTIVATION
- INTEREST
- WORK HABITS
  - PROMPTNESS
  - TIMING OF WORK
  - COMPLETION OF ASSIGNMENTS
  - ACCURACY

SOCIAL INTERACTION

- WITH ADULTS
- WITH PEERS

FAMILY SITUATION WHICH MIGHT AFFECT SCHOOL PERFORMANCE

JR. & SR. H.S.

WORK

- EXPOSURE TO WORK
- KNOWLEDGE OF VARIETY OF JOBS
- KNOWLEDGE OF WORK BEHAVIORS
- KNOWLEDGE OF WORK SKILLS
- KNOWLEDGE OF WORK TRAINING

WORK EXPERIENCE

THERE ARE THREE EMERGING REALITIES K-12

From a very personal student/teacher relationship nearly all day each year with the same teacher in elementary grades, students in Junior High School and beyond have more teachers for but a single period and correspondingly the relationship becomes more impersonal. Also, the emphasis changes from early concentration on minute and separate functions in the mastery of basic skills in the grades to focus on subject matter in the higher grades. This results in ever decreasing awareness of the specific functions needed in realistic career planning.	Parent/School Planning, intense in elementary grades, gradually is augmented and then nearly replaced by Student/School Planning with the increasing maturity of the student in Junior and Senior High School. The student in Senior High School, particularly, needing to do all kinds of independent planning upon graduation, can thus learn how careful planning takes place, and through participation accept the logic of future plans.	Visible handicaps, often made more visible by growth, come at a time - adolescence - when there is a need "to be like others", when socialization normally flourishes and includes both sexes, when freedom from supervision is sought, and when initial work experiences are much more common for the non-handicapped than for students with special needs - all necessitating compensatory planning for the disabled student.

THEREFORE, STUDENT PLANNING FOR THE PRESENT AND AFTER SCHOOL YEARS, EXCEPT FOR A COMMON FORMAT FOR STAFFING, MUST BE PLANNED IN CONSIDERATION OF THE REALITIES OF EACH EDUCATIONAL LEVEL - ELEMENTARY GRADES (K-6, 1-6, or K-8 dependent upon different schools), JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL AND/OR VOCATIONAL TECHNICAL SCHOOL - IF THE STUDENT WITH SPECIAL NEEDS IS TO HAVE MEANINGFUL PREPARATION FOR ADULT LIVING AND WORK.

THE FOLLOWING SUGGESTIONS, ARRANGED BY LEVELS EXCEPT FOR THE TOTAL STAFFING FORMAT, WHILE BASED ON THESE EMERGING REALITIES, ALSO HAVE THE COMMON GOALS OF REDUCING SITUATIONS WHICH REINFORCE DIFFERENCES ASSOCIATED WITH HANDICAPS, INCREASE SOCIAL INTERACTION, STRENGTHEN BEHAVIORS COMMON TO SCHOOL AND WORK, AND EXPOSE STUDENTS BOTH TO THEIR UNIQUE SKILLS AND TO THE VARIED REQUIREMENTS NEEDED IN DIFFERENT JOBS.

THE ASSUMPTION IS MADE IN PRESENTING THIS MATERIAL THAT THE ENTIRE SEQUENCE WOULD BE FOLLOWED WHENEVER POSSIBLE FROM ENTRANCE TO THE END OF SCHOOL. SINCE THIS CANNOT ALWAYS HAPPEN, WITH LATE "MAIN-STREAMING" OR TRANSFERS FROM OUT OF STATE, PROVISION HAS BEEN MADE UNDER "EXCEPTIONS" AT EACH EDUCATIONAL LEVEL TO ADJUST TO THIS.

THE ELEMENTARY GRADES
(K-6, 1-6, K-8, 1-8, or whatever the local pattern may be)

NEEDED PROJECT MATERIALS
(See Table of Contents for page numbers)
Observable School Skills List
Parent form
Basic Staffing/Conference Plan for Kindergarten-Grade XII
Resources
Tips for Teachers
Career Education Suggestions
Building Needs for the Handicapped
Part II for activities
Explanation of Public Law 94-142 (In Introduction)

GENERAL GOALS

1. Learn about intact or partially intact abilities of student in order to accentuate likenesses to classmates & maximize class activities for student with handicap.
2. Rectify or reduce architectural barriers, arrange feasible transportation if it must be different, and maximize participation in all areas to avoid constant reinforcement of differences imposed by handicap.
3. Initiate school/home partnership for mutual benefits; to help parents see that home behaviors help school & later work.
4. To improve student's self concept by minimizing differences & emphasizing successes; to learn about interaction with others through work, play, contact with all ages, learning to follow rules, take turns, share, win and lose.
5. To increase awareness of self, self in relation to others, and the world of work. (See p. 1, Part I on AWARENESS phase of Career Education.

EDUCATIONAL PLANNING FOLLOWING EVALUATION WITHIN AND/OR OUTSIDE OF SCHOOL

People attending, in addition to all evaluators if possible would be expected school personnel who will work with involved student and parent(s)/caretaker. The agenda for the session could follow that of a regular staffing except that evaluation findings and recommendations would replace the summarized material prepared by the Chairperson for a regular staffing.

REGULAR STAFFING FOR ELEMENTARY STUDENT WITH SPECIAL NEEDS

Regular staffing format except that the following would be presented after the Chairperson presents summarized material at the beginning of the staffing.

1. OBSERVABLE SCHOOL SKILLS FORM (See form and its rationale immediately following.) In order to save time at the staffing, either the Chairperson and/or the teacher would fill in an Observable School Skills form. Others attending should be familiar with the form so when its ratings are reviewed they will be ready to offer suggestions if they challenge the ratings presented. Any differences should be resolved through general discussion with the changes recorded on the original form which will be kept with the student's permanent record form. (If such a form had been filled in previously, the form still needs to be rated again to see if there are changes such up-dating taking place once each year.)

2. PARENT FORM ON OUT-OF-SCHOOL BEHAVIORS (see form which follows Observable School Skills form)
   Dependent upon what the school knows concerning the parent/caretaker, plans for filling in the Parent form would be made and might include any of the following:
   a. The ideal plans would be to make a home visit in order to get the "feel" of the child's out-of-school environment, parental attitudes, parental management of the handicap, etc. However, ideal as this is, other plans may be needed in the interest of time. If a home visit were made, the form could be filled in during the visit or left for the parent/caretaker to fill in and bring to the staffing.

b. Mail the form to the parent/caretaker if it is known that the form will be filled in adequately without assistance. If done this way, the parent would bring the filled in form at the time of the staffing.

c. A school appointment could be made to help the parent/caretaker fill in the form at school, such discussion also being used to prepare the parent for participation in the staffing, its time and place.

WHICHEVER PLAN IS USED, IT IS ESSENTIAL THAT THE FILLED IN FORM BE CHECKED FOR COMPLETION BEFORE THE STAFFING STARTS TO MAKE SURE THE PERMISSION PART HAS BEEN SIGNED AS REQUIRED BY federal PUBLIC LAW 94-142.

SAMPLE OF MINUTES FOR THIS EDUCATIONAL LEVEL FOLLOWS PARENT FORM.

NOTE: WHEN STUDENT TRANSFERS TO JUNIOR H.S. PARENT FORM, ALL OBSERVABLE SCHOOL SKILLS FORMS AND STAFFING MINUTES SHOULD BE TRANSFERRED IN STUDENT'S PERMANENT RECORD FOLDER.

OBSERVABLE SCHOOL SKILLS FORM K-6

RATIONALE

There is no constant in the school life of a student with special needs because of the yearly transfers with educational placement, related changes of involved personnel, transfers from one building to another, changes in ancillary personnel such as physical educators, music and art staff, guidance counselors, bus drivers, cafeteria and playground supervisors, aides, etc. The accompanying OBSERVABLE SCHOOL SKILLS K-6 form was developed to aid all of these ever-changing school personnel by listing strength and abilities upon which all planning is based and gains made. In order to insure speed of use and relevancy, this form has two features - it is based upon observation rather than testing, and needs to be kept up-dated yearly in order to record changes in the growing, developing student with special needs as learning, maturity, out-of-school treatment and experience may improve skills in most, or, with a few medical conditions, show regression.

This cumulative record form, passed on to new school personnel as the student changes educational placements, will not only help these new people quickly review the strengths and special needs, but will avoid the uncomfortable-for-all trial and error approach of the past, coupled with the frustrating need for the student to review his/her history and prove accomplishments year after year after year. All school personnel rather than a single teacher, need to participate in filling in or up-dating this form to have it reflect abilities observed on different settings.

ADDITIONAL POSSIBLE USES OF FORM

1. SHOWS PARENT(S)/ GUARDIAN HOW SCHOOL PERCEIVES SKILLS	It is common among parents, and very understandable, to underestimate the ability of the disabled child to become independent, make decisions and take responsibilities.
2. PROVIDES COMMON DATA AROUND WHICH K-6 STAFFING IS CONDUCTED	School staff, like parents, may have the same tendency toward over-protection or giving needless service. Thus a common revelation of observable skills may help to reduce this and encourage higher expectations in school and in preparation for the work world which requires the same production from all - handicapped or not.
3. CARRIES A CUMULATIVE RECORD FROM CLASS TO CLASS, FROM ELEMENTARY SCHOOL TO UPPER LEVELS AND TO ANOTHER SCHOOL SYSTEM IF THERE IS TRANSFER	No data if kept in a "dead file" helps any student. Schools need a definite policy to insure that this vital material moves with the student.
4. DATA CAN BECOME A HELPFUL TOOL TO THE SENIOR HIGH/ VOCATIONAL-TECHNICAL SCHOOL STUDENT IN HIS/HER BEGINNING SELF ASSESSMENT OF SKILLS NEEDED FOR WORK	Students eventually must learn how others perceive them. Senior High/Vocational-Technical school planning, presented in educational level sequence in this manual, assumes the great importance of this and invites access to all of his/her own records to learn this.
5. DATA IN THIS AND OTHER FORMS (APPEARING LATER) NEED TO GO TO VOCATIONAL REHABILITATION AND/OR A WORK ASSESSMENT PROGRAM WHEN THE STUDENT LEAVES SCHOOL	Again, this cumulative data, never before available to vocational planners for the handicapped, can be of inestimable value if shared.

6. REDUCES HELPLESS FEELING A SUBSTITUTE OFTEN HAS IN FINDING A DISABLED STUDENT IN THE CLASS.	This data could dispel fear on the one hand, and prevent the need to learn from other students how to help the student with special needs.

OBSERVABLE SCHOOL SKILLS

K- 6

(Listing based upon observations rather than testing)

- To be filled in on any student whose handicap(s) is (are) SEVERE enough to require both modifications in the classroom and special school planning in preparation for the after school years.
- To be filled in YEARLY by all school personnel, meeting together, who work with student; to pass along with student wherever he/she transfers. EVERY ITEM SHOULD BE FILLED IN YEARLY.
- Continue using form as long as any area scores 0.

STUDENT _____ ____ MALE ____ FEMALE BIRTHDATE: MONTH_____ DAY_____ YEAR_____

KEY: + Present; essentially normal.
++ Present but requiring apparatus, extra time, some help, etc.; different from normal as explained under "Comment" in current year
0 Absent
? Not known
DNA Does not apply in current school setting

	LISTER	LISTER
	TITLE	TITLE
	SCHOOL	SCHOOL
	DATE	DATE
	GRADE	GRADE
	or SPEC. ED.	or SPEC. ED.

SKILL	KEY	COMMENT	KEY	COMMENT
SELF CARE INDEPENDENCE				
BATHING-HYGIENE				
WASHES HANDS				
WASHES FACE				
BRUSHES TEETH				
COMBS HAIR				
HAS BLADDER CONTROL				
HAS BOWEL CONTROL				
TOILETING BY SELF				
DRESSING				
TOP CLOTHES ABOVE HIPS (Coat, sweater, shirt or blouse)				
CLOTHES BELOW HIPS (Skirt, pants, snow pants, socks)				
BOOTS, SHOES, GLOVES, MITTENS (Circle which can be managed)				
FASTENERS (Circle IF zipper, buttons, bows, gripper)				
EATING				
FINGER FOODS (cookies, snacks)				
LIQUIDS (Circle if cup, glass, with straw, without straw)				
TABLE SILVER (Circle IF fork, knife, spoon used)				
TRANSPORTATION (which is used by this student)				
REGULAR SCHOOL BUS				
(OR CIRCLE) FAMILY DRIVES TAXI STUDENT DRIVES				
OTHER (What?)				

(MORE)

SKILL	KEY	COMMENT	KEY	COMMENT
DOORWAYS CAN MANAGE (Circle which are possible)				
OUTSIDE, INSIDE OR SWINGING DOORS: THRESHOLD				
LATCHES (Circle if manages knobs, lever type, push type)				
GETTING INTO ROOMS				
GETTING OUT OF ROOMS				
OPENING CUPBOARDS				
OPENING CAR DOOR				
STAIRS				
OUTSIDE				
INSIDE				
ASCENDING				
DESCENDING				
ELEVATOR (If present)				
CAN OPEN & CLOSE DOOR INDEPENDENTLY				
CAN OPERATE				
CLASSROOM				
USES REGULAR DESK & CHAIR				
CAN WORK AT CHALKBOARD (Circle STANDING SITTING KNEELING)				
OUTSIDE OF CLASSROOM (Circle WALKS CRUTCHES WHEEL CHAIR)				
GETS TO LUNCHROOM				
GETS TO PLAYGROUND				
GETS TO BATHROOM				
MANAGES DRINKING FOUNTAIN				
MANAGES OK IN FIRE DRILL				
MANAGES LINE IN CAFETERIA				
GETS ANYWHERE IN BUILDING				
HAND FUNCTION (CIRCLE IF BOTH OR ONLY ONE HAND CAN BE USED)				
MANIPULATES SMALL OBJECTS (writes, turns pages, picks up pin,etc.				
MANAGES FOOD TRAY				
CARRIES BOOKS & SCHOOL SUPPLIES				
SENSORY IMPAIRMENT				
HEARING				
ADEQUATE NEAR HEARING				
ADEQUATE FAR HEARING				
FLUCTUATING HEARING				
VISION				
ADEQUATE CLOSE VISION				
ADEQUATE DISTANT VISION				
POSITIONS WORK OR HEAD DIFFERENTLY				
TEMPERATURE AWARENESS				
TACTILE AWARENESS (identifies objects without looking)				

(MORE)

SKILL	KEY	COMMENT	KEY	COMMENT
COMMUNICATION (put X before the main means of expression; ok to list several ways if used)				
EXPRESSIVE				
USES UNDERSTANDABLE SPEECH				
EXPRESSES IDEAS THROUGH GESTURES				
EXPRESSES IDEAS THROUGH PICTURES OR WORDS				
TAKES PERSON TO WHAT IS WANTED				
RECEPTIVE (put X before the main means of understanding-communication)				
UNDERSTANDS SPEECH				
INTERPRETS GESTURES				
INTERPRETS SYMBOLS (pictures or words)				
SOCIAL ADJUSTMENT SKILLS				
RELATES WELL WITH PEERS (usual give & take)				
RELATES WELL WITH ADULTS (not unduly dependent)				
FOLLOWS DIRECTIONS (in school; in games)				
ACCEPTS WINNING & LOSING COMFORTABLY				

TEACHER COMMENTS FOR YEARS AS ABOVE

OBSERVABLE APTITUDES:		
STUDENT'S SPECIAL INTERESTS:		
PROBLEMS & WAYS FOUND WHICH HELP:		
ACADEMIC GAINS MADE THIS YEAR:		
"FOR OTHER COMMENTS USE BACK OF PAGE"		

TO: PARENTS OF STUDENTS WHOSE SPECIAL NEEDS ARE RELATED TO A HANDICAP

FROM: _____ _____ _____ _____
(School Staff Member) (Title) (Address) (Tel.#)

EXPLANATION

In order to insure that everything possible is done from kindergarten through high school to prepare for the after school years, it is necessary for the school and family to work together. Periodically, at least once a year, all of the school people who are working with your child and you will meet together to review achievements, problems, talents and interests in order to plan course selections appropriate to future planning and to reduce any problems. This form, to be filled out by you, was designed to bring to these staffings information which will help the school understand the out-of-school aspects of your child's life, and you will learn what the school sees in their discussion of "Observable School Skills". Together you will plan the next steps in the gradual process of readying your child for the most satisfying kind of after school life possible in relation to function, abilities and interests.

We are sending a second copy for you to fill in and keep while the original one should be brought or sent by you to the school in time for the first staffing. For later staffings, we suggest that you review the original form which you kept, and note how there has been improvement and change in each area. Thus, it would go throughout the elementary grades, or until the handicap no longer makes special consideration necessary.

In junior and senior high school, because maturity in your child is something to foster, your child rather than you will have a form to fill in for staffings. It is expected that you still will attend and the permission form needs to be signed for each staffing until your child's 18th birthday after which he/she will sign.

PERMISSION

It would help your child if all people attending the staffing (school staff, involved agencies, etc.) had information such as that which you supplied when the minutes of the staffing are sent to all who attended. In order to do this, Federal Law requires the schools to have written consent from you. If this student is living with both parents, both should sign. If not with parents, the legal guardian should sign.

DATE, TIME & PLACE OF STAFFING (Please telephone the school staff member listed above if you cannot attend so this filled in form and permission forms will be available for the staffing.)

THIS TESTIFIES TO OUR (MY) WILLINGNESS TO HAVE INFORMATION SUPPLIED BY US (ME)

REGARDING _____, AND PREPARED FOR A STAFFING AT SCHOOL,
(Name of Student)

INCLUDED IN THE MINUTES SUPPLIED TO US (ME) AND TO THE OTHERS WHO ATTEND, AND

OUR CHILD'S PHYSICIAN SHOULD HE/SHE BE HAVING MEDICAL CARE AT THE PRESENT TIME.

A SEPARATE PERMISSION FORM WOULD BE SENT TO YOU FOR ANY FUTURE STAFFING OR ADDITIONAL DISTRIBUTION OF THESE MINUTES.

SIGNED _____ (Parent/
Caretaker)

DATE _____ " _____

(END)

SECTION I - OBSERVABLE OUT-OF-SCHOOL SKILLS

PURPOSE: To learn if there is agreement between what the school and you observe regarding skills now needed in school and often needed later in work; to let you consider if you are doing more than is necessary for this child thus preventing daily practice of skills in preparation for as full independence as possible in adult life.

DIRECTIONS: In each instance please describe if any special devices, assistance or extra time are needed, or if the skill is impossible. If skill is managed like any other child of similar age, leave blank. If you have not given child the chance to try, please say so.

1. SELF CARE INDEPENDENCE
   a. General body care of washing, bathing, hair care, nail care (finger and toe nails), managing own toilet care.

   b. Dressing and undressing including clothes with any kind of closure, clothes which are open or put on overhead, clothes which fasten in back, etc.

   c. Eating and drinking skills including use of cup, glass, straw, table silver, cutting food as expected for age and in a pleasant looking way.

2. TRANSPORTATION
   Can student ride in car or bus, or is special van or other modified transportation needed?

3. GETTING ABOUT
   This relates to management of stairs, all kinds of door openers, use of elevator (if one is ever used), and going all over own home and home of others, in neighborhood, to stores, public buildings, etc.

4. HAND FUNCTION
   Managing picking up small or larger objects, cutting and coloring within age expectations, carrying objects without dropping, turning pages, playing games, making things, etc.

(MORE)

SECTION II - FREE TIME ACTIVITIES/INTERESTS/EXPERIENCES

PURPOSE: What children learn from play, from games and making things, from sharing with others, and seeing things in their community all have a part in preparation for the after school years of work, living with and socializing with others. Handicaps often limit some of these experiences. Please mark which items apply to this child. Leave blank any not done.

1. FREE TIME ACTIVITIES
(Rather than a check mark, please put "D" for daily or nearly so, "W" for weekly, "M" for monthly or less often.)

_____ Plays inside or outside with younger children
_____ " " " " " children own age
_____ " " " " " older children
_____ " " " " " only grown ups
_____ " " " " " relatives
_____ " " " " alone

_____ Belongs to organized group (& attends regularly)
____ Local recreation group
____ Scouts or similar organization
____ Church group
Other (please describe) _____
_____ Reading (or being read to) What kinds of books? _____
_____ Listens to radio
_____ Record Player
_____ Watches TV _____ More than 4 hrs. per day _____Less; Favorite Programs
_____
_____ Hobbies (please describe) _____
_____
_____ Plants (care of house plants, planting seeds, growing plants from grapefruit or avocado seed, carrot, sweet potato, etc.)
_____ Pet (taking complete care; teaching tricks, etc.)
_____ Camping
_____ Has one main interest to which he/she returns again and again which is _____.
_____ Likes variety in activities; hard to see any special interest emerging.
_____ Interests usually involve other people.
_____ Interests always done alone (Examples: Drawing cartoons; scientific experiments; model cars)
_____ Making things (what?) _____
Other interests (please describe) _____
_____

SECTION III - TAKING RESPONSIBILITY/DECISION MAKING

PURPOSE: In adult life, whether in work, in play or in family life, people are expected to take responsibility and to make decisions. Children need much practice in these areas as they grow up or they are not ready for this in adult life. Handicaps, which are emotionally hard for parents to accept, may unconsciously interfere with giving their disabled child this learning-by-doing practice. Completing any task started by a person is likewise necessary in adult life. Part of training for this comes from school and part from home. All adults, if they are to manage well, need to complete what they start whether or not they like the task. The following will show school personnel what is happening in these areas at home now. This is very important especially if the child fails to take needed responsibilities, make decisions and complete tasks at school.

1. RESPONSIBILITIES GIVEN TO THIS CHILD AT HOME

(Please put X on responsibilities child is expected to take regularly; HAND. if handicap prevents it; PARENT if parent has never allowed child to try, or thinks it easier for parents to do for child.)

_____ Puts toys or belongings away
_____ Puts dirty clothes in basket, hamper or washer
_____ Hangs up own clothes
_____ Washes and gets ready for bed alone & without a big fuss at a time set by parents
_____ Makes own bed
_____ Cares for or at least picks up own room (or part of room used by him/her)
_____ Has regular household jobs & does them (dishes, sorting or folding laundry, setting table, etc.)
_____ Helps in yard (raking, sweeping walk, picking up papers, mowing grass,etc.)
_____ Takes full care of pet if family has one
_____ Answers telephone and gets messages straight
_____ Goes to store for specific purchases
_____ Takes messages or takes things to neighbor or friend
Other: (please describe) _____
If child takes none of these responsibilities, what are the reasons?
_____
_____

2. DECISION MAKING

Please check those which child can manage alone with one X; put PARENT if parent has never given child the chance to try; HAND. if handicap prevents this.

_____ Picks out suitable clothes to wear for school, church, play, etc.
_____ Has real part in selecting clothes which are purchased
_____ Makes own decision about spending/saving money earned or given as allowance
_____ Decides how far from home it is reasonable to go without parental consent
_____ Decides on own TV or radio programs, records to play, etc.
_____ Goes to library on own
_____ Decides on room decorations or furniture arrangement in own room
Other: (please list) _____
If child makes none of these decisions, what are the reasons? _____
_____
_____

3. COMPLETION OF TASKS

Are there types of tasks which are rarely completed? Never completed? Always completed? Do you see completing tasks as a common problem with this child? If so, what do you do about this, and is it effective?

4. EXPOSURE TO DIFFERENT KINDS OF WORK

Please check what this child has done:

_____ Goes alone or with family on frequent shopping trips to many kinds of stores (grocery, hardware, appliance, department or drug stores, sporting goods, building supplies, etc.)
_____ Has watched roads being built or repaired
_____ Has watched building being torn down, being built, moved from one site to another
_____ Has visited any family member's place of work. Type? _____
_____ Has visited Fire Department, Town or City Hall, etc.
_____ Has gone with parents when they vote
_____ Has been in Post Office, Court, City or Town Clerk's Office

_____ Has been in hospital either as a visitor or as a patient
_____ Has visited a farm to really learn what goes on
_____ Has visited a fish hatchery
_____ Has been to a Humane Society or to the office of a veterinarian
_____ Has seen a "milking parlor" at a modern dairy farm, or has watched hand milking
_____ Has gone to a bakery
_____ Has gone to a factory, a saw mill, an ice cream plant, a cheese factory
_____ Has been to a restaurant like Carroll's or McDonald's where it is possible to see many different kinds of workers in action
_____ Has watched the process of tapping maple trees, collecting and boiling sap, testing it for readiness to can, etc.
_____ Has followed a plumber, electrician, carpenter, painter at home to watch the different work processes

Other: (please list)

Has child ever expressed interest in any special work? If so, what kind of work and were reasons for interest expressed?

5. STANDARDS FOR WORK DONE

If you have children other than the one with the disability, do you accept more poorly done household tasks from the disabled child than from the others? If so, could you give an example and the reason?

_____

_____

6. PROMPTNESS

(It is common that disabled people may need extra time to complete what others can do quickly. Usually allowance is not made for this in the work world. Therefore, habits of promptness have to be developed early in life whether it means arriving at school on time or meeting a friend at a pre-set time. This requires getting up earlier, starting earlier, etc.)

How would you rate your child on promptness at home and in play - one x for being prompt most of the time; 2 xx for being prompt some of the time; 3 xxx if rarely prompt. _____

If rarely prompt, is this rebellion against reminders of adults, or what do you think is the reason? _____

7. ADJUSTING TO CHANGE

(In work, as in school, there are required changes in activities whether or not this is convenient to the worker or student. This happens at home too when a child has to stop what he is doing to come to a meal, run an arrand, or complete home-work.)

How would you rate this child? One x for adjusts easily to change; 2 xx to adjusts with minor fussing; 3 xxx if change becomes a real issue even to causing temper outburst or tears. _____

8. KNOWLEDGE OF MONEY

(a) This varies by age, of course, but at this time can child recognize any of the coins listed below, and is there any awareness of their value in terms of store prices? (Examples: Would a penny buy an ice cream cone? Will 50¢ buy shoes?)

____ Penny _____

____ Nickel _____

___ Dime _____
___ Quarter _____
___ Fifty cent piece _____

(b) Is there awareness of how many pennies in a nickel or the other coins? _____ Is there awareness of how many nickels in a dime, what can add up to a quarter, 50¢ piece, etc.? _____

(c) Has this child had experience with a savings account? _____ If so, does he/she understand anything about interest payments or is interest a puzzle and a nice surprise? _____

(d) Can child bring back the right change when sent to the store with more money than the items bought will total? _____

(e) Again this varies by age, but does the child understand anything about work terms such as the following? Please answer "yes" or "no" before and child's understanding of term after each one listed.

___ Overtime _____
___ 40 hour week _____
___ Fringe benefits _____
___ Withholding _____
___ Social Security _____
___ Health coverage _____
___ Unions _____

9. KNOWLEDGE OF TIME

(a) ___ Does not tell time
(b) ___ Understands hours, minutes, seconds; figures out what time it is; can tell what time it will be if told to return in 3/4 hrs., 20 minutes, quarter after 12:00, etc.
(c) ___ Even without a watch, has some time sense.
___ Has no time sense; has to have reminders.

YOUR SELF RATING

	GOOD	POOR
I (We) have expected our child to be as independent as possible.		
I (We) have consciously considered the importance of and planned varied free time activities in contrast to extensive TV watching and little contact with others.		
I (We) have expected this child to take responsibilities regularly, and have allowed him/her to make real decisions.		
I (We) have expected this child to complete all tasks started and have not allowed excuse making and quitting because of handicap.		
I (We) have tried hard to give this child a chance to see a variety of workers doing different things.		

YOUR RATING OF YOUR CHILD'S PROGRESS

If your child has had speech/physical and/or occupational therapy, is his/her functioning in areas trained (hand skills/self care/ walking/speaking, etc.) as good as when therapy terminated? Improved? Worse? If worse, please describe.

(END)

STAFFING OF Mary Ellen BIRTHDATE 3/1974 SUBJECT RATING GRADE VI

DATE OF STAFFING 5/25/76

PRESENT FOR STAFFING: Parent, El. Supervisor, present & past teacher, future guidance counselor, Dir. of Pupil Personnel, Nurse, Director of Maintenance

Arith.	G
English	EX
Reading	EX
Science	G
Soc. Studies	EX
Spelling	EX

EX EXCELLENT
G GOOD
P POOR
F FAIL
U Ungraded

RELEVANT FACTS ON HANDICAP: Brain damage affecting control of motion all over body - speech, use of hands, walking, standing balance. Can be understood. Has to use typewriter, leg braces, wheel chair. Family form shows no decision making or responsibility; constant TV.

GENERAL GOALS FOR CURRENT SCHOOL YEAR: Prepare for transition to Junior High School in keeping with physical tolerance, to minimize differences and maximize full participation.

#	AREA (over)	DESCRIPTION OF PROBLEM	PLAN OF ACTION & EXPECTED TIME NEEDED	PERSON(S) RESPONSIBLE
1	Transportation	Needs "special" transportation.	Maintenance Dept. with extra man to help will use regular bus to transport her.	Pupil Personnel & Maintenance
2	Movement between classes	H.S. crowding makes transfers between classes hazardous; strength not up to self propelling of wheel chair for long distances.	Buddy system (Student Council or Honor Society Members) to aid. Different ones to reduce load on single student. Arrange when school starts.	Guidance Counselor
3	Movement of electric typewriter	Weight of machine plus small casters real problem in transfer from class to class.	Due to noise & slow speed use machine in study hour and at home. Cassette recorder for note taking.	Dir. Pupil Personnel to secure recorder.
4	Self Care	Uses school day long retention to avoid seeking help in toiletting; problem will increase with age and maturity.	Parental over-protection suspected so need for demonstrated self care to offset this. To arrange Occupational Therapy review of system to use; to demonstrate system at school before fall.	School Nurse
5	Architectural Barriers	Jr. H.S. on many levels. Need for socialization demands access to school lunch room, cafeteria, etc.	Federal funds to make changes possible before fall.	Director of Maintenance
6	Course Load	Fatigue, coupled with major adjustments in change, prevents full course schedule.	AM schedule through lunch planned: To reduce or extend dependent upon fatigue.	Guidance Counselor working with staff and parents.
7	Parental Over-Protection	Maturity of peers in Jr. H.S. may invite increased independence; mother needs school help to accept this. Has real need to continue dependence upon her.	Big sister from Mental Health Services to enlarge student's out-of-school world and experiences and encourage independence, decision making and taking responsibility. Urgent before summer vacation.	Director of Pupil Personnel
8	Home Ramp	With growth, lifting becomes harder. Steps at home prevent getting out except for school.	Vocational-Technical students, with parents financing materials, will build ramp at home.	Director of Voc.-Tech. Center

POSITION & NAME OF PERSON MONITORING RECOMMENDED ACTION: Current yr., Dir. of Pupil Personnel, Guidance

STAFF PERSON TO DISCUSS STAFFING & GET REACTIONS OF STUDENT: Guidance Counselor in Jr. HS

DATE & PLACE OF NEXT STAFFING IF SET AT ABOVE STAFFING: Not set - completed for this year.

PROCEDURE FOR REQUESTING STAFFING & PERSON TO CONTACT IF TIME NOT SET: Guidance Counselor

POSSIBLE AREAS (IN WHICH PROBLEMS MIGHT OCCUR)

MEDICAL

SELF HELP

MOTOR CONTROL

- FINE
- GROSS

COMMUNICATION

SENSATION

- HEARING
- SEEING
- FEELING
- TASTING
- TEMPERATURE AWARENESS

ACADEMIC

- THINKING/LEARNING AREAS
- SUBJECT MATTER
- MOTIVATION
- INTEREST
- WORK HABITS
  - PROMPTNESS
  - TIMING OF WORK
  - COMPLETION OF ASSIGNMENTS
  - ACCURACY

SOCIAL INTERACTION

- WITH ADULTS
- WITH PEERS

FAMILY SITUATION WHICH MIGHT AFFECT SCHOOL PERFORMANCE

JR. & SR. H.S.

WORK EXPERIENCE

- WORK EXPOSURE TO WORK
- KNOWLEDGE OF VARIETY OF JOBS
- KNOWLEDGE OF WORK BEHAVIORS
- KNOWLEDGE OF WORK SKILLS
- KNOWLEDGE OF WORK TRAINING

NEEDED PROJECT MATERIALS

K-6 yearly updated Observable School Skills Lists
Student Skills/Interests form
Staffing/Conference format
Tips for Teachers
Career Education Suggestions
Building Needs for the Handicapped

GENERAL GOALS

1. Learn from materials transferred from elementary school about aptitudes, interests, academic progress & ways to help/compensate for handicap of student.
2. Rectify or reduce architectural barriers, arrange feasible transportation if it must be different, and maximize participation in all areas to avoid constant reinforcement of differences imposed by handicap.
3. Learn from form which student fills in about knowledge of work, working conditions, what interests him/her, and reality re: own skills.
4. From #1 and 3 plan as much exposure to compatible work as possible through field trips, shadowing a worker all day during vacations, worker visitors at school, reading, audio-visual materials. (See Part I under Career Education regarding EXPLORATION.)
5. Use Industrial Arts Program, if one exists, to sample work skills.

EDUCATIONAL PLANNING FOLLOWING EVALUATION WITHIN AND/OR OUTSIDE OF SCHOOL

Evaluators, involved school staff and parent(s)/caretaker would attend. If PARENT FORM and/or OBSERVABLE SCHOOL SKILLS FORM have never been filled in on student, such as could happen with a transfer student, both should be filled in prior to the EDUCATIONAL PLANNING SESSION, and this data presented together with evaluation findings to complete the student "picture". The balance of the staffing should follow the usual staffing format and be recorded with copies to all who attend.

REGULAR STAFFING FOR JUNIOR HIGH SCHOOL STUDENT WITH SPECIAL NEEDS

Regular agenda except for the following which would be presented after initial summarization by Chairperson:

1. Preferably in Grade VII, or after if student transfers later, the STUDENT SKILLS/INTERESTS FORM for JUNIOR HIGH SCHOOL STUDENTS needs to be filled in and brought to the staffing. (This could be done alone with a School Counselor following the suggestions on the back, or, if the school preferred, done by the student's entire class since it is a potentially helpful exercise for all.)

   The idea of this form is to start students, during a very "fluid" stage of their development regarding work, to start thinking about work requirements, and their own unique skills and interests as well. It was intended to prepare the student for the in-depth study needed during the last three years of secondary education. Also, since many work behaviors are common to school behaviors, focus on specific school behaviors is essential - promptness completing a task following directions accurately, lack of absenteeism, etc.

   (A sample of this form follows after this sheet.)

2. If there was no need for an Educational Planning Staffing, or if the student with special needs did not transfer from a school which used the OBSERVABLE SCHOOL SKILLS FORM and the PARENT FORM, both should be filled in with data presented at the staffing since they will reveal abilities, socialization or its lack, and out-of-school activities as an aid in overall school planning.

   These two forms are under "The Elementary Grades" just ahead in Manual.
   (A sample of a Junior High School Staffing Minutes follow.)

STUDENT SKILLS/INTERESTS FORM FOR JUNIOR HIGH SCHOOL STUDENTS

TO: _____ Placement in School _____ Date _____

FROM:

What you are like as a person, how you relate to others, the experiences you have had and the courses you take in school will all determine much of the kind of life, both in and out of work, which you will lead after you finish your formal education and training. By starting to think about these things long before you complete school, you should have more of the kind of future you want. The school is eager to help in this but need some guidance from you because who should know more about you in all of this than you, and who should be as concerned!

School Personnel have periodic meetings, called staffings, to make sure the wisest possible planning is done for you in relation to your future. The next such staffing will be on _____ and the school would like to have you help as follows:

PERMISSION FORM

The school has my permission to use any of the information I supply on this form in the minutes of the staffing which are sent to everyone present at staffings (school staff, people from agencies who are helping, your doctor if you are having special medical care).

I understand that my parent(s)/caretaker will be invited to the staffing because the law requires this.

Signed _____

Date _____

NOTE: THIS IS NOT A TEST. WRITE ONLY WHAT YOU KNOW WITHOUT SEEKING HELP FROM ANYONE.

INTERESTS

SPORTS (Fill in only those which you especially enjoy.)

NAME	PARTICIPATE	LIKE TO WATCH LIVE	WATCH ON TV	UNDERSTAND RULES/ PLAYS/SCORING/SKILLS/ TRAINING (yes or no)	WOULD ENJOY WATCHING IF BETTER UNDERSTOOD
FOOTBALL					
BASKETBALL					
SOCCER					
FIGURE SKATING					
ICE HOCKEY					
CAR RACING					
GYMNASTICS					
SKIING					
WRESTLING					
TENNIS					
BOAT RACING					
TRACK					
HORSE RACING					
BASEBALL					
GOLF					
HANDBALL					
BOXING					
OTHERS: (PLEASE ADD FOLLOWING COLUMN PLANS AS ABOVE)					

OUTSIDE ACTIVITIES (Check ones you do)

____ FISHING	____ SAILING	____ GARDENING	OTHER (Please list)
____ CAMPING	____ KITE FLYING	____ HIKING	_____
____ CANOEING	____ SWIMMING	____ FLYING MODEL PLANES	_____
____ BICYCLING	____ MOTORCYCLE	____ SKATING (ROLLER)	_____

INSIDE ACTIVITIES (check ones you do)

____ Painting	____ Woodworking		____ Watching TV (Favorite programs are) _____
____ Ceramics	____ Mechanical Repairs		_____
____ Knitting	____ Sewing		_____
____ Making models (boats, planes, etc.)	____ Embroidering		
	____ Caring for plants		____ Listening to radio or stereo
____ Collecting (stamps, rocks, etc.)	____ Playing card games		
	____ Writing	Stories ____	____ Making tapes or cassettes to get sound effects, music, jokes, etc.
____ Music (listening, composing, playing instrument)		Plays ____	
		Poems ____	
	____ Reading	Plays ____	
____ Pets (training, care)		Novels ____	____ Assembling kits to make radio, TV, furniture, bird houses, etc.
		History ____	
____ Writing		Science ____	
____ Cooking			Other (Please list)
			_____
			_____
			_____

CONTACTS WITH PEOPLE

Check which one or ones best describe you:

____ Prefers to do things alone	____ Prefers to be with people own age
____ Usually does things alone	____ Prefers to be with people younger than own age
____ Prefers the company of adults	____ Prefers the opposite sex
____ Prefers to be with people who are handicapped	____ Prefers the same sex
	____ Likes to be with all kinds of people

FREQUENCY & TYPES OF CONTACTS WITH PEOPLE

Does things with Friend(s)	Types of Activities	
____ Daily	____ Visiting friend's houses	____ Club meetings
____ Several times a week	____ Movies	____ Camping
____ Weekly	____ Doing hobbies together	Other (describe)
____ Monthly	____ Attending sports events	_____
____ Almost never	____ Table games	_____

YOUR PERSONAL CHARACTERISTICS WHICH YOU THINK WOULD HELP ON A JOB (Check which apply)

____ Dependable (do what you say you will do)	____ Gets along with people	____ Listens carefully to directions
____ Keep appointsments on time	____ Can take directions	____ Thinks before acting
____ Complete what is started whether or not job is liked	____ Learn from mistakes	____ Wants to do best possible work
____ Honest about money, time, facts	____ Does neat, careful work	____ Fast but accurate
____ Willing to complete job without constantly watching the clock	____ Accept ideas of superior even though you disagree	____ Slow but accurate
____ Able to accept criticism without arguing	____ Can control anger	____ Not afraid of hard work
	____ Mind own business	____ Avoids conflict with co-workers even when disliked

OTHER TRAITS WHICH YOU THINK WOULD HELP ON JOB _____

_____

_____

WORK EXPERIENCES

VOLUNTEER (In or out of school or home) PAID NO WORK EXPERIENCE

(Using the above areas, describe whatever work experience you have had; leave blank if you have not worked.)

JUNIOR HIGH SCHOOL CAREER EXPLORATION OF (name of student)

(over for staff suggestions)

YES for jobs you know about NO for others	Check those which interest you	TYPE OF WORK	CONDITIONS & SKILLS NEEDED IN DIFFERENT JOBS (X for needed; 0 for not needed; Blank for not known)																															NEEDED TRAINING								
			CLEAR SPEECH	GOOD HEARING	GOOD BALANCE	MUCH WALKING	MUCH STANDING	SITTING JOB	HANDLE SMALL THINGS	CARRY HEAVY LOADS	PROBLEM SOLVING	DECISION MAKING	FOLLOW DIRECTIONS	EXACTLY	MASTERY OF ELECTRONIC	MACHINES	WRITTEN TELEPHONE	MESSAGES	MECHANICAL ABILITY	REGULAR HOURS	WORK HOURS VARY	PUNCH TIME CLOCK	OUTSIDE WORK IN ANY	WEATHER	OUTSIDE WORK ONLY IN	GOOD WEATHER	INSIDE WORK ONLY	URBAN SETTING	RURAL SETTING	REPETITIVE WORK	EVER CHANGING WORK	WORK WITH TEAM	ASSEMBLY LINE	WORK ALONE	NEED TO MEET PUBLIC	OFTEN	NEED TO MEET PUBLIC	SELDOM	CLOSE SUPERVISION	LITTLE SUPERVISION	NO SUPERVISION	SPEED NEEDED	CAN SET OWN SPEED	PAY SET BY SPEED	(PIECE WORK)	GOOD SENSE OF TIME	REQUIRES CLIMBING	REQUIRES CRAWLING	LESS THAN HIGH SCHOOL	HIGH SCHOOL GRADUATE	VOC. TECH. SCH. GRAD.	TECHNICAL SCHOOL	2 YEARS OF COLLEGE	COLLEGE DEGREE	ON JOB TRAINING	APPRENTICE TRAINING	WITHOUT PAY	APPRENTICE TRAINING	WITH PAY	GRADUATE SCHOOL
		PHOTOGRAPHER																																										
		HOUSE PAINTER																																											
		SALESPERSON																																										
		LINEMAN																																										
		ELECTRICIAN																																										
		BOOKKEEPER																																										
		CASHIER																																										
		STOCK CLERK																																										
		SECRETARY																																										
		SWITCHBOARD OPERATOR																																											
		TAILOR																																										
		BUS BOY																																										
		LOGGER																																										
		FARMER																																										
		PASTRY COOK																																										
		PILOT																																										
		STEWARDESS																																										
		COMPUTER PROCESSOR																																											
		VETERINARIAN																																										
		SURVEYOR																																										
		RADIO ANNOUNCER																																										
		MODEL																																										
		DISC JOCKEY																																										
		TICKET SELLER																																										
		BEAUTICIAN																																										
		USHER																																										
		DISHWASHER																																										
		REPORTER																																										
		POLICEMAN																																										
		WATCHMAN																																										
OTHER (LIST)																																											
OTHER (LIST)																																											
Check skills you have and work conditions you prefer →																																											

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END

SCHOOL STAFF SUGGESTIONS (takes average class period if done with group):

1. Explain "Conditions & Skills Needed In Different Jobs" and "Needed Training".

2. Focus on column at extreme left and ask students to check jobs which interest them most.

3. Second column from left - put "Yes" in front of jobs with which student is really familiar; "No" if not.

4. Using paper or ruler as horizontal guide, rate Jobs of Interest by putting X under any skill or condition needed for each.

5. Next to bottom where it says "Other (List)", list any job(s) of interest which is not in printed list and put X under Needed Skills and Conditions.

6. Student should rate own skills with X and also job conditions preferred/tolerated.

STAFFING OF Bradley BIRTHDATE 3/60 SUBJECT RATING English P EX EXCELLENT
DATE OF STAFFING 3/24/76 GRADE VII Reading P G GOOD Absent-
PRESENT FOR STAFFING: Parent, Dir. of Pupil Personnel, Math G P POOR 21
Nurse, all teachers Soc. Studies P F FAIL Late 20
Art G U Ungraded
Science P

RELEVANT FACTS ON HANDICAP: Total deafness following illness & after acquisition of speech and language. Must lip read. Speech is intelligible but requires close listening.

GENERAL GOALS FOR CURRENT SCHOOL YEAR: Increase teacher awareness of handicap--school/home work toward improvement of school behaviors important to work (Promptness and responsibility for make-up work when allowed an absence.)

#	AREA (over)	DESCRIPTION OF PROBLEM	PLAN OF ACTION & EXPECTED TIME NEEDED	PERSON(S) RESPONSIBLE
1	Audio-Visual Presentations	Loses learning when presented with audio-visual means.	Needs detailed explanation of work which cannot be heard before and/or after presentation.	All school staff
2	Vocabulary	New vocabulary baffles him. Asks family meaning of new words. Faculty, save for one, unaware of this.	Need for dictionary skills and same approach used by all faculty in new vocabulary - needs to repeat back directives for teacher to know what he did and did not understand	All school staff
3	Choice of teachers with mobile lips	When lip reading is impossible student turned off teacher and subject alike.	With 2 faculty teaching same subject, student should make choice on basis of easier lips to read.	Guidance Counselor who plans courses
4	Adolescent rebellion with parent	Tardiness and lack of responsibility for make up may be related to rebellion against parental authority.	Separate school/home responsibility re: promptness and make up work by setting school rules with student. Work must be made up and cessation of tardiness to insure allowed absences for ski racing which student wants.	Guidance Counselor
5	Limited knowledge of work	Current work aspirations not realistic but has time for school help before directions must be set.	Use school vacations for work experiences. Because of deafness actual experience is essential.	Guidance Counselor, Co-Op Coordinator from Voc.-Tech. Center & parents
6	Speech Improvement	Speech is sloppy and intelligibility is becoming more difficult.	Speech therapy and consistent request by all for repetition when speech cannot be understood. Writing and gestures should be avoided.	School/family
7	Challenge	Student is competitive and responds better in any situation when really challenged.	School must offer challenge. Likes extra work which requires independent research and creativity.	All school staff.

POSITION & NAME OF PERSON MONITORING RECOMMENDED ACTION: Guidance Counselor
STAFF PERSON TO DISCUSS STAFFING & GET REACTIONS OF STUDENT: " "
DATE & PLACE OF NEXT STAFFING IF SET AT ABOVE STAFFING: Not needed. Guidance will do follow-up
PROCEDURE FOR REQUESTING STAFFING & PERSON TO CONTACT IF TIME NOT SET: Contact Guidance Counselor using written form describing need.

POSSIBLE AREAS (IN WHICH PROBLEMS MIGHT OCCUR)

MEDICAL

SELF HELP

MOTOR CONTROL

- FINE
- GROSS

COMMUNICATION

SENSATION

- HEARING
- SEEING
- FEELING
- TASTING
- TEMPERATURE AWARENESS

ACADEMIC

- THINKING/LEARNING AREAS
- SUBJECT MATTER
- MOTIVATION
- INTEREST
- WORK HABITS
  - PROMPTNESS
  - TIMING OF WORK
  - COMPLETION OF ASSIGNMENTS
  - ACCURACY

SOCIAL INTERACTION

- WITH ADULTS
- WITH PEERS

FAMILY SITUATION WHICH MIGHT AFFECT SCHOOL PERFORMANCE

JR. & SR. H.S.

WORK EXPERIENCE

- WORK EXPOSURE TO WORK
- KNOWLEDGE OF VARIETY OF JOBS
- KNOWLEDGE OF WORK BEHAVIORS
- KNOWLEDGE OF WORK SKILLS
- KNOWLEDGE OF WORK TRAINING

SENIOR HIGH SCHOOL
AND/OR VOCATIONAL-TECHNICAL SCHOOL

NEEDED PROJECT MATERIAL
Functional Assessment form
Resources
Building Needs for the Handicapped

PROJECT RELATED MATERIAL
Cumulative Observable School Skills form updated yearly
Minutes of Staffings
Parent Form & comments
Student Skills/Interest form

NON-PROJECT RELATED MATERIAL
Health records
Academic records
Data on behaviors
School testing
Out-of-school testing & reports

GENERAL GOALS

1. To increase student's self awareness of skills as an aid to future planning be it course selection, high school, high & vocational-technical school, all vocational-technical school, post-secondary planning, cosideration of compatible job clusters, etc. through a review of how others perceived the student (Student permanent record information), and a self rating of skills through use of the Functional Assessment form. (Check list for needed data and functional assessment list follows.)
2. To use combined data to fill in a form suitable for employers and/or work assessment programs, and with the Dictionary of Occupational Titles and/or Occupational Outlook Handbook. (form follows Functional Assessment Form)
3. To focus on possible career directions in one or more work clusters as based upon the above data and data on work clusters.
4. To clarify work choices through a study of job definitions given in Vol. I of the Dictionary of Occupational Titles, the purpose being to aid in selection of appropriate educational plans.
5. To make selection or plan for the Junior & Senior years of high school/vocational-technical school based on 1-4.
6. In instances related to the severity of the handicap, where career directions are impossible to consider, Diversified Occupations in an Area Vocational-Technical School should be requested via Special Education of the State Dept. of Education.

EDUCATIONAL PLANNING FOLLOWING EVALUATION WITHIN AND/OR OUTSIDE OF SCHOOL

(This might refer to transfer students or to students whose past rehabilitation training in a special facility resulted in late entrance to regular schools). People attending, in addition to all possible evaluators and expected teaching-counseling staff, would be the parent(s)/caretaker, a representative from Vocational Rehabilitation (if involved), and, possibly the involved student. The Agenda could follow the regular format except that evaluation findings would supplant the usual summarization of the Chairperson. If the student's record contains no OBSERVABLE SCHOOL SKILLS form(s), or PARENT form, these need to be filled in prior to the staffing to complete the evaluation data.

REGULAR STAFFING

If there is need for a staffing in Grade X before May, it would follow the usual format.

MAY STAFFING

(Ideally, in the late Grade X school year, future course selection and planning should start to correspond with known abilities and general interests. This allows two full years in high school to learn if these directions are realistic, or if changed directions or a narrowing of career possibilities can be made in view of sound post-secondary training. It also comes at the usual time when a choice is made of a combined high school/vocational-technical combination, or all one or the other. The

staffing referred to below would vary according to the readiness of each student in view of the special work outlined immediately after this. The handicaps of students with special needs necessarily reduce job choices which, in turn, requires earlier and increased school concentration on the entire matter of careers.)

This May staffing would have the specific purpose of reviewing all possible data regarding this student's academic strengths, interests, aptitudes, behaviors, interaction with people, functional skills which are intact or partially intact, AND THE STUDENT'S EXPRESSED PREFERENCE IN WORK DIRECTIONS, in order to make as appropriate an educational plan for the next year as possible. The involved student should be present to express what data he/she has collected, discuss work choices, etc.

The format would be a compilation of data, then possible career directions (such as one or two career clusters), and then discussion and decisions about the most closely related course/school selection possible. There is the tendency among the orthopedically handicapped, to believe that thinking skills and college compensate for motor dysfunction. However, it neither follows that an orthopedically handicapped student can or wishes to have a job which depends upon mental skills, nor that a college degree, needed for but 11% of the range of jobs, would result in the student's finding a job. The Diversified Occupations section of an Area Vocational-Technical Center with funding via Special Education, may need to be considered because of its hands-on aspect of trial with different jobs.

STUDENT INVOLVED CAREER PLANNING
SENIOR HIGH SCHOOL

IDEAL PLAN

Ideally the plan which follows should take place throughout the entire year in Grade X, the purpose being that results would permit some career related course decisions for Grade XI, an opportunity through actual exposure to learn if the general direction was a valid one or if changes should be made again in career directions in Grade XII. It would be hoped, if this sequence could be followed, that students stopping school/training upon completion of high school/vocational-technical training would have job entry skills, or for those who continue, realistic career directions to serve as a basis for post-secondary training and/or education.

EXCEPTIONS

1. A student might enter Senior High School without any of the sequences explained in this manual, and/or at a level higher than Grade X. If this were so, the following action should be taken before this plan was attempted:

   a. Request the parent(s)/caretaker to fill in the PARENT FORM (described under ELEMENTARY GRADES).
   b. The student should be helped to fill in the STUDENT SKILLS/INTERESTS FORM (described under JUNIOR HIGH SCHOOL).
   c. All school staff working with this student would fill in the OBSERVABLE SKILLS FORM (described after BASIC STAFFING/CONFERENCE PLAN K-12).

   PLANS A (Parts I & II) and PLAN B (Parts I, II, III & IV) would then follow

2. A student might need a shorter time than the plan suggests, or, in some instances, extension into another year. A repetition of a part or parts could be useful.

3. If the plan which follows was carried out completely, and the courses selected to conform to what seemed a suitable career direction show the choice was unfortunate, there may be a repetition of any part of the procedure except for Plan A (Parts I and II) which should be constant and therefore not warrant repetition.

4. A student whose handicap is unusually severe and involving many body functions, enough so the school staff is baffled about appropriate action, Plan A (Parts I & II) should be completed if at all feasible, and application made to Special Education of the State Department of Education requesting that an exception be made to include this student in the work sample aspect of Diversified Occupations of the Area Vocational-Technical Center. Failing even here to come up with a feasible career possibility, all of this data would be of inestimable value either to Vocational Rehabilitation and/or to any work assessment program they might select to use.

5. If a student in Senior High School transfers out of district, written permission should be secured from the parents to transfer data secured in Plan A (Parts I & II), or Observable School Skills, Parent Form, Student Skills/Interest Form because this cumulative data is not easy to duplicate and could be of great value both to the student with special needs and the new school staff. The loan of a manual on Vocational Planning for the Handicapped, since this describes the forms and their use, would likewise be of service.

REQUIREMENT FOR IMPLEMENTATION

While school directed and facilitated (Guidance Counselor, Principal, or other staff), it is unlikely that any school staff member has the one-to-one time needed for one student which this plan requires for an entire school year. Likewise, since the incidence of severely handicapped students is low, it is possible in present school enrollments anywhere in Vermont that even in the largest school system, Burlington, that no more than three students per year would need this approach and some years none at all, but the system itself, in some of its planning could be of value to any student - handicapped or not.

What is needed is to locate a VOLUNTEER who will agree to spend the equivalent of one period per day (about three hours per week) in a daily, bi-weekly or weekly session with the student. A retired business person, school administrator or teacher might be ideal. It must be a person who has the emotional stability to work with a student with very special needs, realistic about the tough competition and hard demands of the work world, who will be supportive and encouraging but devoid of the "bleeding heart" type of pity which all disabled persons neither want nor need. The entire procedure should be a true self-assessment/planning exercise on the part of the student with the volunteer's role only to explain material, guide, and see that goals are met and work is completed.

It may take considerable "sleuthing" if the student's Permanent Record is incomplete. Often parts of records are not transferred from school to school within the same system; out of district transfers may exchange only a transfer card and leave valuable data behind. Doctors are changed. Sites for rehabilitation training are likewise changed. All of this will need to be reviewed to have the student get a complete picture of how others perceive him. This "sleuthing" is of great importance for the usual pattern is that doctors and others often discuss the student with special needs with everyone but the disabled student. How is this student, about to face the decisions and responsibilities of adulthood unless ALL of his/her unanswered questions are answered fully and with facts and not "run arounds"?

STUDENT INVOLVED CAREER PLANNING - GRADE X

TIME	1 PERIOD DAILY or 3 3/4 hrs. weekly (PREFERABLY FOR ACADEMIC CREDIT)
PLACE	PART I OF PLAN A IN A SCHOOL BUILDING; BALANCE, IN OR OUT OF SCHOOL BUILDINGS OR HOURS
SEQUENCE	1st TERM: PLAN A BELOW; 2nd TERM, PLAN B AND STAFFING WITH ALL SCHOOL PERSONNEL WORKING WITH STUDENT, VOLUNTEER, STUDENT & PARENT(S)/CARETAKER, VOCATIONAL EDUCATOR, & VOCATIONAL REHABILITATION COUNSELOR IF ACTIVE
RATIONALE	THE BUSINESS WORLD, BEING RUN FOR PROFIT, EXPECTS PRODUCTION OF ALL WORKERS IN ORDER TO RETAIN THEIR JOBS. THIS MEANS PRODUCTION RATHER THAN THE HANDICAP IS THE BASIC DETERMING FORCE TOWARD SUSTAINED EMPLOYMENT. DISABLED PERSONS, HAVING NEEDED ADDED ATTENTION, OFTEN EXPECT CONTINUED SPECIAL TREATMENT FROM EVERYONE. IF THEY ARE TO GET AND KEEP JOBS COMMENSURATE WITH THEIR ABILITIES AND COMPATIBLE WITH INTERESTS, THEY NEED TO HAVE BEHAVIORS, NEEDED IN WORK, FIRMLY ESTABLISHED BEFORE THEY FINISH SCHOOL, AND HAVE GUIDANCE IN SELECTING REALISTIC CAREER DIRECTIONS. THEIR ACTIVE INVOLVEMENT IS THE KEY TO THE FOLLOWING PLAN.

PLAN A - 1st TERM

PART I DATA ON INDIVIDUAL STUDENTS, ACCUMULATED THROUGHOUT THE SCHOOL YEARS, MUST BE AVAILABLE TO THE INVOLVED STUDENT TO UNDERSTAND HOW OTHERS ASSESS HIM/HER.

PERSONS INVOLVED	GOALS	RESOURCES	METHODS
SCHOOL COUNSELOR VOLUNTEER STUDENT WITH SPECIAL NEEDS (IF DATA IS INCOMPLETE: FAMILY PAST GROUP	FOR STUDENT To learn how others assess abilities, disabilities, personality, achievements, behavior. FOR SCHOOL COUNSELOR 1.To secure written parental consent for this plan & use of volunteer if student is under 18 years of age. 2.To arrange where & when student's permanent record may be used. 3.To develop a form, simulating a written contract, for the volunteer to insure continuity throughout the academic year, to outline responsibilities, and to insure confidentiality re;all data pertaining to the student FOR VOLUNTEER 1.Good rapport with the student. 2.A willingness to sign the contract mentioned above. 3.Appreciation of the need to set a pattern for suitable work behavior such as promptness, starting to work without delay, setting goals for session, and stopping on time. 4.Help provide student with necessary guidance and whatever is needed to motivate student. 5.To keep School Counselor informed about progress on main sections; to seek guidance from School Counselor when problem arises.	STUDENT'S PERMANENT RECORD including tests, academic record from the start of school (Kindergarten or Grade I), behavior, achievement, evidence of special abilities, interests, motivation or its lack, minutes of staffings Observable School Skills form, Parent form, agency reports health data, past career exploration data, etc.	1.Study material using GUIDELINES FOR USE WITH STUDENTS PERMANENT RECORD DATA with student filling in relevant data under each heading. 2. If information on check list is missing, student should figure out where to search for same. If unable to suggest possibilities, volunteer, Student Counselor and/or parent(s)/caretaker should be approached. 3. Student should either write, phone or visit sources with specific questions already (prepared before making contacts). 4. Complete the data on the Check List Form gathered from outside sources.

GUIDELINES FOR USE WITH STUDENT'S PERMANENT RECORD DATA

SUGGESTIONS TO THE STUDENT: All through adult life people's performance, appearance and personality are judged by others in many situations, but especially in getting a job. This assignment will expose you to how many others have judged you - your school work, your attitude, possibly your health record, attendance and promptness, adjustment to others, etc. Students Permanent Records vary in each school from complete and well organized to the opposite. If the record you study is incomplete you will need to search far and wide to complete the form below. The purposes of having this form complete are that it will let you see how others rate you, and it will supply data which may be very helpful in deciding about possible career directions. We suggest that you make notes on scratch paper and then fill in the form neatly (so it can be easily read by anyone), in your best written form (to show others that you can express yourself well in writing) by either typing it, printing it or writing carefully. DO NOT ADD ANY INFORMATION WHICH IS NOT WRITTEN IN YOUR FORM. Remember, this is what others think of you. At the end you will see that there is a place for your comments should you have questions about any of the information found. Please use black or blue ink for the form on information found in the School's Permanent Record Form; red ink for information which you have learned from sources outside of the school such as previous teachers, past schools, physicians, parents, group leaders, therapists, etc.

STUDENT _____ DATE COMPLETED _____ VOLUNTEER _____

I MEDICAL

GENERAL - Is there any information about a medical problem which you know you have - heart, bladder-kidney, seizure, diabetes, allergies, etc.? Is the information complete and if not plan how you can get all of the facts?

SPECIFIC

DENTAL - Any real problems with teeth or gums _____

SKIN - " " " " skin _____

VISION - " " " " eyes/vision _____

HEARING - " " " " either ear _____

Use this space to give additional information if needed

II ACADEMIC - SCHOOL WORK

Study reports throughout school. Is the picture they show a changing one such as showing that work done poorly in the grades showed improvement or the opposite; areas in which you always excelled; areas which always presented problems?

STRENGTHS

WEAK AREA(S)

BEHAVIOR Promptness, attendance, accuracy, courtesy, attitude, motivation, attention, concentration, difficult behavior, reaction to criticism, etc.

OBSERVABLE SCHOOL SKILLS (List only areas which present problems. If there is no such form in your record, student should ask School Counselor to have faculty fill one in.)

III SOCIAL SKILLS
(How you get along with others)

ADULTS

FELLOW STUDENTS

ORGANIZED PLAY

UNORGANIZED ACTIVITIES

WINNING

LOSING

BOYS

GIRLS

(MORE)

IV TESTS/EVALUATION (Tests given; results, recommendations)	What do they tell about you? Please give details.

V INTERESTS/SPECIAL ABILITIES	What do others think interests you; what do they think you do exceptionally well?

VI YOUR REACTION TO WHAT OTHERS WROTE ABOUT YOU	Were there facts you were never given before? Was there information which you considered was incorrect? If so, which? (Use the other side if you need additional space.) Feel free to write whatever you think.

(END)

PART II	SELF ASSESSMENT IS A THERAPEUTIC TOOL FOR ANYONE; A "MUST" FOR THE STUDENT WITH SPECIAL NEEDS IF HE/SHE IS TO SET CAREER DIRECTIONS REALISTICALLY; TO GET AND HOLD A JOB.		
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
VOLUNTEER (SAME ONE) STUDENT WITH SPECIAL NEEDS	FOR STUDENT To assess own skills needed in work and living FOR VOLUNTEER TO CLARIFY MEANINGS OF TERMS ON FUNCTIONAL CHECK LIST TO CHALLENGE LISTINGS AT TIMES TO MAKE SURE STUDENT IS BEING REALISTIC	Project prepared FUNCTIONAL CHECK LIST	Student to work independently on FUNCTIONAL CHECK LIST scoring/describing own functional abilities as directed. Volunteer could help with word selection or spelling if requested, or explain meanings but nothing more except to offer encouragement to a person doing what could be a painful task.
PLAN B - 2nd TERM	NOTE: In schools with Career Education K-12 much of this section may be covered except for the student "mainstreamed" late or transferred from a school without Career Education.		
PART I	A COLLECTION OF DATA IS OF LITTLE VALUE UNLESS ITS APPLICATION CAN BE DEMONSTRATED TO THE STUDENT FOR WHOM IT WAS COLLECTED. THIS SECTION DEMONSTRATES NEED.		
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
SCHOOL COUNSELOR. SAME VOLUNTEER. SAME STUDENT, POSSIBLY GROUP OF STUDENTS ALSO EXPLORING THE WORK WORLD TEACHER IF VOLUNTEER FEELS INADEQUATE WITH SMALL GROUP	FOR STUDENTS To learn enough about the differences in a variety of jobs to comprehend the need for an approximation of a Student Skills/Job Requirement "match". FOR COUNSELOR Decide on mechanics of planning either for student with special needs or small group of classmates; determine if leadership should come from volunteer or teacher but with time-consuming preparation done by volunteer; to set time & place if group is involved FOR VOLUNTEER To study material which follows labelled "WORK CLUSTERS" in order to plan worker interviews by student, visits to small group or class, and make plans with student to "shadow" workers from different clusters (during student's vacations). FOR TEACHER If group approach is used	1. Project prepared WORK CLUSTERS form and WORKER INFORMATION FORM 2.4 workers from different work clusters (Director or Co-Op Coordinator in nearest Vocational-Technical Center might suggest employers/employees willing to cooperate) 3.Career Education data on the job application process (Guidance or Voc.-Tech. Center would have this.) 4.2 workers in different clusters willing to have the student with special needs "shadow" him/her for an entire day during student's vacation time. 5.Class (if any is done in a group situation) or volunteer/student discussion regarding the full	1. Have 4 workers either visit a class, or arrange an interview with disabled student prepared with data on form entitled WORKER INFORMATION FORM. 2. Study job application process: a. What goes into job application form. b. How to inquire about possible work by telephone using pre-prepared data should it be requested. c. In class, or volunteer/special student, do role playing for job interview or telephone inquiry; reverse roles and repeat. 3. With help from school, family, and/or friends, student would locate 2 workers to "shadow" for entire day making own arrangements by telephone, letter or interview for vacation time. Volunteer would go in order to learn what was observed as an aid to later discussion. Worker Information Form would be filled in by student on each. 4. Student with special need and volunteer, having made arrangement for visit with Director of Voc.-Tech. Center,

PLAN B - 2nd TERM - PART I - Concluded			
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
	and volunteer needs help of teacher, to conduct sessions when worker visitors come to class; guide related discussions before & after such visits.	meaning of the above.	would visit the center in order to learn what training resources they have as an aid in future planning.

"Learning is an ornament in prosperity, a refuge in adversity, and a provision in old age"—
Aristotle

WORK/LIVING-RELATED
FUNCTIONAL SELF ASSESSMENT FORM OF: DATE: VOLUNTEER:

AREA	Scoring Key	Not done at all 0	Done Well +	Modifications Needed + *	DESCRIPTION OF MODIFICATIONS NEEDED (Extra time/special equipment/ help from another person/done but different from most people, etc.)
SELF CARE					
EATING/DRINKING					
	Pours from pitcher				
	Pours from carton				
	Holds glass/cup				
	Uses fork/knife/spoon				
	Chews food				
	Keeps food in mouth				
	Swallows easily				
	Passes food to others				
FOOD PREPARATION					
	Uses stove/oven				
	Fixes dry cereal				
	Prepares sandwich				
	Opens cans/containers				
	Peels/cuts with knife				
	Takes hot food from stove/oven				
	Makes coffee/tea, etc.				
	Knows how to cook				
DRESSING/UNDRESSING					
	Puts on underwear/off				
	Manages clothes which go on overhead/off				
	Puts on pants/skirt				
	Manages closures/hook/ gripper/zipper/button on front/back garment				
	Ties bow				
	Manages shoes/boots				
HYGIENE ACTIVITIES					
	Combs/brushes hair				
	Shaves self				
	Puts on make up				
	Washes hands/face				
	Bathes/showers self				
	Applies deodorant				
	Uses toilet/wipes				
	Manages nail care of fingers/toes				

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(MORE)

MOBILITY (Getting about inside & out)
Check ones which apply to you

MEANS

- Walks unaided
- Walks aided (crutch, cane, walker)
- Seeing Eye Dog
- Wheel Chair (self propelled)
- Wheel chair (motorized)
- Wheel Chair has to be pushed by someone
- Drives regular car
- Drives car with adaptive equipment
- Adaptive equipment & car modifications
- Drives van with lift & apparatus

OBSTACLES MANAGED

- Ascends stairs
- Descends stairs
- Stair railing essential
- Gets about on level only
- Independent transfer from wheel chair
  - __ Dependent upon transfer board
  - __ Transfers in/out of any car
  - __ Transfers in/out van only
  - __ On/off toilet
  - __ In/out tub or shower
  - __ In/out any chair
  - __ In/out chair with seat same height of wheel chair only
- Can store wheel chair/walker in car independently
- Manages elevator alone (controls/door)

ENDURANCE

- Can carry 20 lbs. or less when moving about
- Can carry over 20 lbs. while moving about
- Unable to carry anything while moving
- Can cover less than 25 feet
- Can cover less than 50 feet
- 50 to 100 feet
- 1 city block or more
- Manages less than 6 steps
- Manages one usual flight of steps
- Manages any steps regardless of number
- Manages 6 foot ramp or less
- Manages any length ramp as long as pitch is standard
- Operates different door closures
  - __ Knob
  - __ Grab bar
  - __ Small cupboard type closure
  - __ Bolt type
  - __ Overhead garage door

PHYSICAL ACTIVITIES
Check only ones you can do

- Sits unassisted & with good secure balance
- Stands withoutapparatus, with good balance & for considerable time
- Lifts while seated
- reaches while seated or standing
- climbs
- stoops
- crawls
- bends from waist down
- bends at knees only
- pushes
- pulls
- opens/closes doors
- sweeps
- vacuums
- hammers
- uses screwdriver
- saws
- erases
- uses key (car, ignition, house, etc.)
- uses scissors
- writes so writing can be read
- types __ very slowly
  __ good speed
- tracks visually (follows a moving object with eyes or the outline of a form, sees to either side without turning head)
- stacks (papers, books, other objects,etc.
- sorts(by color/size/weight/type, etc.)
- files (alphabetically, numerically or by use)
- makes different sounds
- locates source of sound
- identifies sounds
- sucks from straw
- drinks from glass/cup/bottle
- extends arms way up & swings them around a full circle
- extends arms limited distance & range
- can close lips at will & keep closed when appropriate
- trouble with lip closure
- stirs
- grasps firmly
- releases at will
- carries
- draws
- Uses paper clips appropriately
- uses stapler
- turns page
- picks up single page
- picks up bobby pin or straight pin
- Handles needle & thread enough to sew or put on button

(MORE)

COMMUNICATION INVENTORY

GETTING ACROSS YOUR IDEAS TO OTHERS (Check which describes you)

___ Through clear speech understandable to anyone
___ Through speech which is mildly hard for others to understand
___ Through speech which is almost impossible for others to understand
___ Through gestures combined with speech & pointing
___ Through using signs and finger spelling common to the deaf
___ Through picture boards with pictures of common objects and/or words commonly used
___ Through a language system using a combination of symbols to replace speech
___ Through writing because of no useful communication system

UNDERSTANDING OTHERS

___ Through hearing without any trouble
___ Through hearing and lip reading
___ Through hearing/lip reading/a hearing aid
___ Through watching lips, facial expression, subject clues & guessing

WRITTEN LANGUAGE

___ Can express self legibly on paper using writing or typing
___ Able to use good sentence structure and grammar, ask questions, etc.
___ Real problems expressing self in writing
___ Unable to write or type

READING

___ Reads for pleasure
___ Reads appropriately for age and educational experience and with comprehension
___ Reads very slowly and books with simple words
___ Can sound out words but has trouble with meaning

MATH SKILLS

___ Is able to use all basic math skills in everyday living situations - weighing, measuring, telling time, figuring out timetables, work directions involving math

Has trouble with _____

_____

TYPING

If typing is done, please ask volunteer to time your speed and check which applies -

___ Less than 10 words per minute
___ Less than 20 words per minute
___ Less than 30 words per minute
___ Less than 40 words per minute

Is typing done without errors, with few errors, with many errors? _____

HEALTH INVENTORY

THE FOLLOWING INFORMATION SHOULD COME FROM THE STUDENT RATHER THAN FROM A DOCTOR OR MEDICAL REPORT. JUST CHECK ANY PROBLEMS YOU THINK YOU HAVE & DESCRIBE ONES YOU CHECK.

CIRCULATORY SYSTEM

____Heart _____

____Lungs (cough, trouble breathing) _____
____Other (Describe) _____

NERVOUS SYSTEM

____Brain _____

____Spinal cord _____

Sensory Skills

____ Hearing _____
____ Vision _____
____ Temperature Awareness _____
____ Touch _____
____ Taste _____
____ Position/Movement Sense _____

DIGESTIVE SYSTEM

____ Digestion _____

____ Assimilation (using food eaten) _____

Elimination
____ Bladder (lack of control or poor control) _____

_____

____ Bowels (lack of control or poor control) _____

_____

MUSCLES - SKELETAL SYSTEM

____ Malformation of bony structure _____

____ Balance Problem _____
____ Abnormal Movement Patterns _____

____ Limited Range of Movement in any Joint _____

____ Amputation (from birth or surgery) _____

SKIN

____ Rash (or other problem) _____
____ Birthmark (or pigment problem) _____

OTHER HEALTH PROBLEMS

____ Dental _____

____ Allergies (asthma) _____

____ Seizures _____

____ Hair _____

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____ Other (Describe) _____

(MORE)

THERAPY-APPARATUS-MEDICATION INVENTORY

THERAPY

Answer only if you have had therapy of any kind, what it was for, if you still have it and you carry out all related recommendations, if it helped you and how are you satisfied with therapy if you still have it? If not, why not?

APPARATUS

Answer only if you wear or use apparatus/equipment of any type - braces, splints, night apparatus, device to compensate for opening in palate, false teeth (full or partial), cane, crutch, wheel chair, walkerette, etc. Do you have trouble having repairs made to whatever apparatus you may use? Are there design problems which you think could be improved? What?

MEDICATION

Answer only if you take medicine. If you do, do you know what you take, how often you take it, what problem it is supposed to help, and whether or not you think it takes care of that problem? Are you careful about remembering to take it, or do you need reminders? What is the school policy regarding medicine TAKEN IN SCHOOL?

PERSONALITY INVENTORY

CHECK WHATEVER TRAITS YOU SEE IN YOURSELF (Never mind what others think. You know yourself best of all!)

___ Not afraid of new situations, meeting new people, figuring out solutions to new problems
___ Prefers to follow and let others struggle withthe unknown
___ Gets things done without constant reminders or encouragement from others
___ Procrastinates - not just once in a while but as a general thing
___ Stubborn. Hates to give up even when position is proved wrong
___ Is often at a loss for something to do
___ Uses time wisely. Never feels bored and dependent upon others for ideas on activities
___ Very dependable, conscientious, wants things done right and on time.
___ Usually dependable but has lapses. Needs reminders & supervision.
___ Rarely dependable. Always is forgiven and has never had to "come through".
___ Prompt
___ Cooperative
___ Considerate
___ Hard to make decisions
___ Socializes well
___ Makes decisions easily
___ Participates with others; shares easily
___ Good sense of direction; can usually get back to starting point without difficulty
___ Follows directions accurately

GENERAL REACTION TO OTHERS

___ Embarrassed by compliments; unable to believe them enough to respond with genuine pleasure
___ Can take constructive criticism; welcomes it
___ Gets "pouty" with any kind of criticism; defensive
___ Gets in fighting mood when people stare because of visible handicap
___ Can discuss or answer questions about your handicap without getting upset

RECURRING FEELINGS WHICH YOU MAY HAVE (Skip it all if it does not apply)

Check if again and again you sense feeling:

___ Apart from the mainstream of life
___ Frustrated because of what your disability will not let you do
___ Inferior
___ Hopeless
___ Helpless
___ Depressed
___ Restless
___ Resentment about architectural barriers and the disregard others have of your special needs
___ That you should have less attention than you get
___ That you should have more special help than you get
___ Neglected by the opposite sex
___ Left out of fun
___ A drain on your family

Or none of these and the feeling that you can manage OK handicap and all _____

WORK RELATED INVENTORY

CHECK WHICH YOU PREFER (one or more choices)

TEMPERAMENT

___ Want variety in a job
___ Would welcome unexpected happenings in work
___ Prefer job which never varies
___ Want job on which there is close supervision
___ Would like a job which includes directing others; being responsible for their production
___ Much prefer working alone to being with others
___ A job with few or no emergencies would be ideal
___ Clear cut responsibilities, specific rules and methods needed
___ Decisions based on concrete facts rather than judgement/observation
___ A job which demands creativity would be ideal
___ Very detailed work attracts
___ Work which demands perfection
___ Being kept busy is important
___ Explaining procedures to others interests you
___ Enjoyment gained from helping others solve problems

PREFERENCES IN WORK CONDITIONS

___ Indoor work
___ Warm atmosphere
___ Humid atmosphere
___ Quiet place
___ Area without hazards or with minimal ones
___ Well ventilated area
___ No architectural barriers

KNOWLEDGE OF GETTING A JOB (Check those about which you know)

___ Job adds in newspaper
___ Could fill out a good job application form
___ Would know how to be interviewed for job

LIST ANY BOOKS WHICH TELL ABOUT JOB CHOICES

_____
_____
_____
_____
_____

CHECK SERVICES WHOSE FUNCTION YOU COULD DESCRIBE

___ Job Service
___ Employment Security
___ Voc. Rehabilitation
___ CETA
___ Governor's Committee on Employment of Handicapped
___ Other (Describe)____
_____

BUSINESS MANAGEMENT

FRINGE BENEFITS (List 4 possible fringe benefits)

_____
_____
_____
_____

TAXES (Check those which you know you could do)

___ Pay sales tax
___ Compute sales tax
___ List taxable/non-taxable items
___ Fill out State and Federal income tax forms

CONSUMER DECISION-MAKING (What could you do?)

___ Use catalogue & order from it
___ Read consumer guide & understand it
___ Do comparative shopping (How would you do it?)_____
_____
___ Return merchandise which you did not like or which was defective
___ Know how to buy your own clothes given a set amount of money to use.
___ Understand advertising. (Is it always right? How can you tell? _____
_____
_____)

CREDIT

___ Do you understand the reason for interest on borrowed money?
___ How can you be sure how the amount of interest charged is fair? _____
_____
___ How would you go about getting a loan if you needed money? _____
_____
___ How do you get a credit card and how would you use it? _____
_____
_____
___ How do you establish & use a charge account? _____
_____

MONEY MANAGEMENT

___ Prepare and keep a budget
___ Start & use a checking account
___ Open a savings account
___ Understand interest paid on a savings account
___ Figure cost of meal in a restaurant when order is for different items & not a complete meal at a set price
___ Figure the cost of food in a market by weight or by the dozen.

(END)

WORKER INFORMATION FORM

PURPOSE: To secure practical information for high school students, just starting to explore career directions, regarding differences in job locations, training requirements, working conditions, varying levels of responsibility, necessary skills, salary range, availability of job openings, etc. (If worker were to visit a school class, hopefully the form would be filled in and left for the student with special needs, if a worker is "shadowed" by a disabled student, or is interviewed by one, the student would be responsible for securing and recording this data.)

NAME OF JOB _____
TYPE OF BUSINESS _____

CHECK WHICHEVER APPLIES TO THIS JOB:

1. LOCATION
   - _____ City (Urban)
   - _____ Country (Rural)
   - _____ Either city or country
   - _____ Traveling job requiring driving in all kinds of weather
   - _____ Work is done from own home

2. AVAILABILITY OF JOB OPENINGS
   - _____ Very limited
   - _____ Moderate number of openings
   - _____ Except in times of great unemployment, jobs are usually available

3. COMPETITION FOR JOBS
   - _____ Many applicants (many more applicants than openings)
   - _____ Few applicants

4. SALARY RANGE FOR JOB (Minimum to maximum pay level per stated pay period)
   - _____ Minimum salary for _____ (pay period could be weekly, monthly, bi-monthly)
   - _____ Maximum " " _____ (" " " " " " ")

5. EDUCATIONAL REQUIREMENT
   - _____ Less than high school graduation
   - _____ H.S. Graduate
   - _____ Vocational-Technical Training on H.S. level
   - _____ " " " on college level
   - _____ College
   - _____ Graduate work beyond college (How much?) _____

   Other: (Describe) _____

6. VOCATIONAL PREPARATION (Other than above)
   - _____ apprentice training
   - _____ in-plant or on-the-job training
   - _____ related experience in another job

7. JOB CHARACTERISTICS

   THINKING SKILLS
   - ___ All directions are prepared by others and must be followed exactly
   - ___ Same work done day after day with little or no change
   - ___ Directions given but worker is expected to use common sense when problems arise
   - ___ Special training provides the "tools" to work; actual work problems have to be solved by worker
   - ___ Way to develop an operation has to be developed by worker because no system exists

THINKING SKILLS Cont'd

___ Many operations needs to be learned and worker has to remember them and use each in the right order

Other (Describe) _____

_____

MATH SKILLS

___ Needs to use numbers often so there is need to read or write them without confusing order, count backward or forward, count by ones, fives, tens, etc.
___ Needs to tell time to seconds, minutes, hours
___ Needs to read thermometers
___ Needs basic arithmetic processes (add, subtract, multiply, divide, fractions, percentages) and apply same to problem solving (computing cost by weight, distance, time)
___ Given a problem in measurement, can measure accurately
___ Needs to figure interest, withholding, Social Security deductions, etc.

Other: (Describe) _____

_____

LANGUAGE SKILLS

___ Must write clearly and quickly (or type if hand skills prevent writing)
___ Must be able to give identifying data quickly and easily - name, address, telephone #, zip code, height to portion of inch, weight, skin color, hair color, eye color, Social Security number, health insurance information, etc.
___ Has to copy information quickly and accurately - figures, words, paragraphs, names, etc.
___ Needs to alphabetize data or arrange by numbers, colors, color gradations, size, etc.
___ Must be able to follow written instructions well and without help
___ Must report on any aspect of work - a telephone call, a work operation, a visit to another business, a new process, a question about a possible improvement in a method - in sequence and clear enough for anyone to understand.
___ Must be able to write well spaced, clear letters with good grammar, proper punctuation and form, and clarity of the subject matter.

Other: (Describe) _____

_____

8. SPECIAL SKILLS NEEDED IN JOB

___ Ability to express yourself clearly
___ Real knack with figures
___ Good sense of space - visualize three dimentional aspect of objects, pictures
___ The ability to see time differences in shapes
___ The ability to see tiny errors in writing, typing, arrangement of numbers
___ Good general coordination
___ Ability to finger tiny objects skillfully
___ Real skills in use of hands
___ Better than usual skill in placement of hands or feet by quick scanning/planning with eyes
___ Good ability to see tiny differences in color

Other: (Describe) _____

9. SPECIAL INTERESTS NEEDED IN JOB

___ Work alone
___ Team work - your work has to be timed/planned/done with others
___ Creative work
___ Machine work
___ Work related to concern for people
___ Technical or scientific

9. SPECIAL INTERESTS NEEDED IN JOB Cont'd

___ Status work - Lets you live better than most - People look up to you.
___ Real satisfactions in work come from what your work means to others
Other: (Describe) _____

10. TEMPERAMENT NEEDED FOR YOUR JOB
___ Ability to take stress
___ " " " repetition
___ " " work with others
___ " " " alone each and every day
___ " " " with dangers
___ " " " with competition (earn more the faster you produce)
___ " " " with people (give directions, offer criticism in an acceptable way)
Other: (Describe) _____

11. PHYSICAL REQUIREMENTS OF YOUR JOB (Check ones needed; circle which one applies)
___ Strength (Lifting, carrying, pushing, pulling)
___ Balancing with safety (sitting, standing) & recover balance if pushed off balance
___ Ability to adjust body position/activity to need (stoop, crawl, climb, crouch)
___ Ability to use fingers, hand and arms well (Reach, handle, pick up and place small objects, feel differences, etc.)
___ Communicating (Hearing and speaking with understanding)
___ Seeing (near, far, to the side as well as straight ahead, etc.)
___ Good ability with colors
Other: (Describe) _____

12. WORK CONDITIONS
___ Location (inside, outside, both)
___ Temperature (hot, cold, both)
___ Extremes of temperature
___ Feeling of air where you work (Humid-Dry)
___ Noise factor (extreme noise, quiet, constant vibration)
___ Air where you work (Disagreeable odor, fumes, extreme dust, etc.)
Other: (Describe) _____

13. WHAT KEEPS YOU ON THIS JOB?
___ Enjoy work
___ Salary
___ No other available job
___ Do not dare risk changing jobs because of family responsibilities
___ Like people with whom you work
___ Working conditions are good
___ Unusual fringe benefits (Health Coverage, retirement, sick leave, vacations)
Other: (Describe) _____
_____

(END)

PART II	UTILIZATION OF ORGANIZED DATA TO FOCUS STUDENT'S PLANNING ON CAREER DIRECTIONS IN KEEPING WITH IDENTIFIED FUNCTIONAL ABILITY, SKILLS AND INTERESTS.		
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
SAME VOLUNTEER STUDENT	To attempt to help student focus on one or two career clusters.	DATA ALREADY ORGANIZED 1. What others have written about student 2. Student's own functional skills analysis 3. Work Information forms NEW PROJECT DEVELOPED FORMS 4. Data on work choices, Career Education in Guidance Offices, Public Library, & Career Education of State Dept. of Ed. in Montpelier.	1. Study all organized data 2. Fill in form "Preparation for Work Cluster(s) Selection 3. Review Work Clusters and make choices WHICH ARE NEVER BINDING but should reflect interests & listed abilities. 4. If added information is needed for 2 or 3 above study data in Guidance Office, Voc. Tech. Center or State Dept. Ed. or Library.

PART III	FURTHER STUDY OF JOBS IN SELECTED CLUSTERS, REQUIRED SKILLS, AND NEEDED TRAINING ESPECIALLY IN RELATION TO FUTURE HIGH SCHOOL PLANNING.		
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
SAME VOLUNTEER STUDENT	To learn how to get data helpful in future career direction planning.	DICTIONARY OF OCCUPATIONAL TITLES (AND RELATED GUIDES) and/or OCCUPATIONAL OUTLOOK HANDBOOK	1. Learn how to use both volumes of the Dictionary of Occupational Titles (available at Public Library and at Area Voc.-Tech. Centers. 2. Look up specific job/clusters selected and record needed training, skills, etc.

PART IV	PRESENTATION OF STUDENT'S YEAR LONG RESEARCH TO CURRENT TEACHERS AND OTHERS RESPONSIBLE FOR RELEVANT FUTURE PLANNING IN SCHOOL		
PERSONS INVOLVED	GOALS	RESOURCES	METHODS
SCHOOL COUNSELOR. SAME VOLUNTEER. STUDENT. ALL OF STUDENT'S TEACHERS. REPRESENTATIVES OF AREA VOC.-TECH. CENTER. VOCATIONAL REHAB. if active. PARENT(S)/ CARETAKER. CO-OP COORDINATOR (If available).	1. To determine where in school system student's last 2 yrs. would be best spent: - All H.S. - H.S. & Voc.-Tech. - All Voc.-Tech. School - In rare instances, where the severity of the handicap precluded cluster(s) determination, consideration of work choice part of Diversified Occupations section of Area Voc.-Tech. Center 2. Select relevant course work. 3. Discuss further work observation/participation possibilities in work related to cluster(s) choice (This need not be on a paid basis. A volunteer job might be possible & would serve the same purpose for the student, & if well done, for the employer as well.)	1. Student prepared materials 2. Current academic situation.	1. Student/volunteer would present materials developed during year including cluster/career directions and reasons for same. 2. Decision about best school placement of choice possibilities listed under "goals". 3. Course selections 4. Discussion of work situations to observe, possible volunteer or paid work for the summer.

PREPARATION FOR WORK CLUSTER(S) SELECTION OF (NAME) _____ DATE _____

USING AREAS WHICH WORKERS COVERED AS A GUIDE AND BASED UPON WHAT OTHERS WROTE ABOUT YOU AND WHAT YOU LEARNED ABOUT YOUR OWN FUNCTIONING, LIST INTERESTS, JOBS, WORKING CONDITIONS WHICH APPEAL AT LEFT; WHICH WOULD NOT BE POSSIBLE, WHICH DO NOT APPEAL, OR FAIL TO INTEREST YOU AT RIGHT.

WORK CONDITIONS/JOBS WHICH INTEREST & YOU THINK MIGHT BE POSSIBLE	JOBS, INTERESTS, CONDITIONS, ETC. YOU WANT TO AVOID

List below the basic strengths in you, the interests, the things you know you like to do as an aid in checking the next page on WORK CLUSTERS, the first concrete step in setting your own career directions.

WORK CLUSTERS	SAMPLES OF WORK IN EACH CLUSTER REMEMBERING THAT THERE ARE BETWEEN 20,000 & 30,000 DIFFERENT KINDS OF WORK.	POSSIBLE FOR YOU (Check)	IMPROBABLE FOR YOU (Check)
AGRI-BUSINESS & NATURAL RESOURCES	Conservation, forestry & logging, saw mill operation, parks, land & water management, outdoor recreation, mining & quarrying, research, animal & crop production, horticulture-agriculture supplies, mechanic, inspection & regulation, veterinarian		
BUSINESS/ OFFICE	secretary, bookkeeper, computer programmer, accountant, telephone operator, stenographer, clerk, office manager, systems analyst		
COMMUNICATIONS/ MEDIA	reporter, TV cameraman, TV programmer, disc jockey, editor, columnist, cartoonist, publishing, commercial art, sign painting, advertising, broadcasting, telephone work		
CONSTRUCTION	electrician, plumber, mason, architect, engineer, painter, carpenter, heavy equipment operation, cabinet maker, utilities, interior design		
FINE ARTS & HUMANITIES	dancer, sculptor, painter, poet, potter, writer, silversmith, actor, music composer, stage set construction, costume designing, filming, historian, linguist		
CONSUMER & HOMEMAKING - RELATED OCCUPATIONS	food production & management, food demonstration, dietetics, garment production, clothes design, clothes alteration, dry cleaning, child care, social welfare, household maintenance, product testing, upholstery, interior decorating.		
HEALTH	medical records, medical librarian, medical illustrating and photography, community health services, mental health, first aid & rescue services, dental care, pharmacy, surgery, nursing, medical technology, therapy		
HOSPITALITY & RECREATION	recreational planning, operation of ski area, marina, concession, equipment renting & sales, recreation programs for all ages, amusement parks, bowling facilities, golf & tennis clubs, coaching, travel agent, therapeutic recreation		
MANUFACTURING	designer, materials handler, assembly linesman, quality control, packaging, experimentation & testing, machine operator, supervisor, expeditor		
MARINE SCIENCE	boat operation, micro-biology, navigation, marine botany or biology, fishing, seafood processing or inspection, seaweed harvesting, fish hatchery, skuba diving		
MARKETING & DISTRIBUTION	retailer, wholesaler, mail order, industrial purchasing, advertising, business displays, warehouse work, finance, insurance		

WORK CLUSTERS CONCLUDED		POSSIBLE	IMPROBABLE
NATURAL RESOURCES/ ENVIRONMENT	soil testing & management, research, air pollution study & control, hazards control, waste disposal, pest control, water sanitation, industrial safety, rural development, noise control, resource protection.		
PERSONAL SERVICES	hairdresser, barber, masseuse, weight control work, mortician, podiatry (foot care), theatrical & TV makeup, household, pet services (boarding, grooming, assisting Vet.)		
PUBLIC SERVICE	taxation, public housing, licensing, customs & immigration, education, public transportation, fire & police services, postal services, public health, employment, social welfare, rehabilitation		
TRANSPORTATION	local transit, highway transportation, rail transportation, aviation, spacecraft, pipeline work, water transportation		

NAME OF STUDENT _____

DATE _____

(END)

STAFFING OF Gloria BIRTHDATE 11/64 SUBJECT RATING
DATE OF STAFFING 9/18/75 GRADE XI
PRESENT FOR STAFFING: Parents, 2 Guidance, Dir. Pupil Personnel, Principal, teachers, 1 last year teacher, 2 Title IV staff.

History P to G	EX	EXCELLENT
Math(business)* G	G	GOOD
English P to G	P	POOR
Art G	F	FAIL
Ceramics G	U	Ungraded
*dropped 1st term		

RELEVANT FACTS ON HANDICAP: Non-handicapped until 11 yrs. when gradually generalized and severe motor problem of unknown cause came. Hand skills and speech disabling; unsteady gait; basically independent but very slow, needs to type work with electric machine.

GENERAL GOALS FOR CURRENT SCHOOL YEAR: Offer maximum help to compensate for handicaps so teachers can judge progress; learn about interests and aptitudes for relevant course selection, in view of future, for rest of H.S.

#	AREA (over)	DESCRIPTION OF PROBLEM	PLAN OF ACTION & EXPECTED TIME NEEDED	PERSON(S) RESPONSIBLE
1	Transportation	Taxi won't schedule regular trips	Recreation bus possible solution	Dir. Pupil Personnel
2	Communication	Multiple choice & "yes" or "no" questions no help when student has idea to discuss. Free speech, without clues, hard or impossible to understand.	Seating posture, advocated by physical therapist, to improve intelligibility of speech (feet supported, short chair seat to support back, hands toward middle of body and head held straight.)	All school staff & family
3	Fire Drill Fears	No plan made to train Gloria in case of real fire. Has to stay in building during drills; produces real fears.	Buddy assigned for each class; follow same building removal plan as other students. Immediate solution needed.	Guidance Counselor
4	After H.S. Planning	No school thought given to after H.S. needs. Courses now selected for architectural access & patience of teachers with poor speech.	Schedule another staffing in order to use Title IV's Student Skills/Job Requirements form to get ideas. ? if Vocational/Technical Center needs to be considered. Gloria & parents concerned.	Dir. of Pupil Personnel sets staffing time & place
5	Vision	Situation regarding vision not known by school. Parents report glasses advised for school but refused by Gloria.	To arrange re-examination by family opthalmologist as soon as possible to get an appointment.	Nurse & Parents
6	Railings at Home	Independence at school this year, related to improvement with medication dosage change & removal of braces, resulted in greater maturity. Lack of railings at home requires needless help.	Voc./Tech. Center to be contacted re: students installing railing on porch & to washer/dryer in cellar so Gloria can do washing to help Mother who works & get to van for school unassisted. Family finance materials. Urgent.	Guidance
7	Socialization	Social contacts outside of school practically nil save for church.	To have weekly swimming. Staff to explore local program for handicapped.	Guidance

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POSITION & NAME OF PERSON MONITORING RECOMMENDED ACTION: Director of Pupil Personnel
STAFF PERSON TO DISCUSS STAFFING & GET REACTIONS OF STUDENT: Student's Guidance Director
DATE & PLACE OF NEXT STAFFING IF SET AT ABOVE STAFFING: Not set but neededsoon to facilitate work on
PROCEDURE FOR REQUESTING STAFFING & PERSON TO CONTACT IF TIME NOT SET: Use form to put in work. writing simple details of problems warranting attention & give to Director of Pupil Personnel for action.

POSSIBLE AREAS (IN WHICH PROBLEMS MIGHT OCCUR)

MEDICAL

SELF HELP

MOTOR CONTROL

- FINE
- GROSS

COMMUNICATION

SENSATION

- HEARING
- SEEING
- FEELING
- TASTING
- TEMPERATURE AWARENESS

ACADEMIC

- THINKING/LEARNING AREAS
- SUBJECT MATTER
- MOTIVATION
- INTEREST
- WORK HABITS
  - PROMPTNESS
  - TIMING OF WORK
  - COMPLETION OF ASSIGNMENTS
  - ACCURACY

SOCIAL INTERACTION

- WITH ADULTS
- WITH PEERS

FAMILY SITUATION WHICH MIGHT AFFECT SCHOOL PERFORMANCE

JR. & SR. H.S.

WORK

EXPOSURE TO WORK

KNOWLEDGE OF VARIETY OF JOBS

KNOWLEDGE OF WORK BEHAVIORS

KNOWLEDGE OF WORK SKILLS

KNOWLEDGE OF WORK TRAINING

WORK EXPERIENCE

GRADE XI

CAREER PLANNING for the
STUDENT WITH SPECIAL NEEDS

EXCEPTIONS

If student with special needs was "mainstreamed" at this level the planning for Grade X would come during this year with the exceptions listed at the beginning.

GOALS FOR THIS YEAR (IF THE GRADE X SEQUENCE, LISTED IN MANUAL PRECEEDING THIS, WAS FOLLOWED):

1. To learn through work exposure/experience, course selections, and related reading (suggested by Career Education of the State Department of Education, the School Counselor, or the Area Vocational-Technical Center) if selected cluster(s) holds the interest and bring the expected satisfactions enough to continue in this general direction.

2. If there is disenchantment, to work with School Counselor (usually Guidance Counselor) in listing the specific characteristics which are not liked as an aid in modifying directions, and/or in learning what every working person must accept that no job is satisfying in every way but may be in the overall average.

3. To review all data developed under the Grade X plan if dissatisfaction is genuine, as shown with documented facts, in order to learn how to alter choices. If this is done, again the final staffing of the academic year would need to focus on modified educational planning related to new experiences and changed directions.

"I would have each one be very careful to find out and pursue his own way and not his father's or his mother's or his neighbor's instead. The youth may build or plant or sail, only let him not be hindered from doing that which he tells me he would like to do."

- Henry David Thoreau

GRADE XII

CAREER PLANNING FOR THE STUDENT WITH SPECIAL NEEDS

EXCEPTIONS

If student with special needs was "mainstreamed" at this level, the planning for Grade X would come during this year, including the exceptions at the beginning, but the goal would focus entirely on after high school/Vocational-Technical Center planning in the end-of-the-year staffing.

GOALS

1. To expose student to the assessment of others in preparation for like assessment by would be employers both in the application/hiring process, and in determining if there was sufficient production to warrant continuation on a job if hired.

2. To help the student assess and face functional capabilities realistically.

3. To help the student understand the relationship between those functional capabilities and specific skills needed on different jobs.

4. To give the student all possible exposure to the world of work so career directions and job training are understood and accepted.

5. To help the student look for jobs in areas for which he/she has the needed skills/training, or to guide the student how and where to get the needed training.

PERSONS INVOLVED

Guidance Counselor, Co-Op Coordinator or other staff of Area Vocational Technical Center, workers willing to share their work experiences, parents, etc.

RESOURCES INVOLVED

Reading materials, cassettes, etc. on such subjects as writing a resume, applying for a job, answering the telephone on a job, etc. most of which are available in any Guidance office, Area Vocational-Technical Center, public library, or the State Department of Education.

"You have to take life as it happens,
but you should try to make it
happen the way you want to take it."

- Old German Saying

VERMONT ABOUNDS IN RESOURCES

YOU NEED NOT STRUGGLE ALONE!

(NOTE: Resources vary in each school; any school has access to some listed; all have access to "Outside of School" resources; all have access to the best resources of all - the students themselves and their parents/caretakers.)

TIPS FOR TEACHERS

(This material was developed as part of a Title III project in Windham Southeast Supervisory Union entitled "Vocationally Oriented School Planning for the Handicapped K-12", a project to develop some systems to help school personnel use all of their vast resources toward helping disabled students plan for their after school years.)

GENERAL AREA	TIPS
ACQUIRED VS. CONGENITAL HANDICAPS	There is a vast difference between acquired and congenital handicaps. Speech, walking, normal activities and a wealth of experiences may precede an acquired handicap; normal skills and experiences may be entirely prevented by a handicap present from birth. Not limited to the blind, but clearly illustrated is the congenitally blind person who, often with parental expectations set far below ability, may have unbelievable gaps in learning and experience; the one with acquired blindness, emotional and mobility adjustments rather than the learning-experience gaps.
ANALYSIS OF COMPONENTS & SEQUENCE OF SKILLS	Most school and self-help skills are compound rather than single skills. Analyzing their component parts and sequence, and introducing each part in turn until there is mastery, may make the difference between success and failure for disabled students. (For example, bow tying is actually very complex because it involves both hands, crossing, etc. However, if each tiny skill is mastered in the order of need, eventually the process of bow tying is learned.)
ASSUMPTIONS	Assume nothing but watch each individual student's function. Each person is different; each handicap is different as well. The combination precludes the soundness of making assumptions.
BE YOURSELF	Talk to a handicapped student as you would to anyone. They really are not different as people.
BEHAVIOR MODIFYING & OTHER PRESCRIBED DRUGS	Some children are taking doctor prescribed drugs to reduce emotional instability, increase attention, reduce over-activity, control diabetes, seizures, etc. Learn from your school nurse how you can help by making observations. Usually there are specific behaviors which doctors want to learn about in relation to the drug. Even if you have misgivings about taking prescribed drugs, and many people do, try to remember this is a doctor-family matter and not a school one, but one in which your observations may be extremely helpful.
BLIND - SPECIAL NEEDS	- One hand of blind student is needed for mobility clues. Therefore carrying needs to be limited to load for one hand. - Foot stools are real hazards. Should be kept under desks or tables. - An entire school attended by blind student needs to avoid doors left ajar and conform to rule that all doors and at all times must be fully open or fully closed. - If cold (right) and hot (left) water faucets are not in the usual position, there should be a tactile marking clearly understood by blind student regarding the difference.

GENERAL AREA	TIPS
BLIND - SPECIAL NEEDS	- Snow and ice cover up clues which facilitate mobility for the blind. Careful removal of same is essential; when impossible, a blind student, who normally is very independent, should feel free to request a buddy for guidance. - If there is a ramped entrance, this is ideal for a blind student but not essential.
BUILD ON STRENGTHS	While it is hard not to focus on handicaps, learning and gains take place only as there is utilization of a disabled student's strengths.
COMPLETION OF ASSIGNMENTS	Whether it is following a doctor's orders or passing in school or holding a job, it is essential to complete an assignment. The length of an assignment may need to be modified for a handicapped student, but that student needs to complete the assignment regardless of the handicap. Making an exception will only add another handicap.
CRUTCH & WHEEL CHAIR SPACE	Crutches spread for use are about 36" apart; wheel chairs of maximum size are about 30" but require extra space for hands turning wheels. Turn around diameter minimum is 60". When wheel chair user must use laboratory bench, table or desk be sure to check for recess for knees and feet. The apron beneath the top on many desks and tables prevents close enough placement of wheel chair for convenient use.
DIABETES	There are a few "musts" to prevent trouble with students who have diabetes. Clear with your school nurse on necessary meal times, emergency measures, etc. If you have this information you will know exactly what to do if trouble comes. It isn't likely to come but you will be prepared.
DON'T PRE-JUDGE ABILITIES	Keep an open mind, give the student with handicaps a challenge, and then watch and see what happens. Your faith, and the student's determination may result in big surprises!
EMBARASSING QUESTIONS	Usually people do not expect personal questions to be asked except by people who have shown they are friends. This applies to the handicapped. Once there is a comfortable, friendly relationship, questions about the handicap connote interest and concern; without friendship, curiosity.
EXPECTATIONS ON SCHOOL PROGRESS TIMING	If it is clear to school personnel that the progress of a handicapped student will have to be slower than peers, this should be discussed with the student. If being with friends is extra important, perhaps an alternative teacher-pupil made plan can be developed which will provide extra help while the student remains with his/her same peer group but on a different achievement level.
FIRE DRILLS	All students, whether handicapped or not, need to participate in fire drills in order to prepare for the real thing. Schools, thinking they are being kind, often exclude the handicapped person who sits wondering what would happen in case of a real fire. Sometimes their fear is truly catastrophic. A buddy for each classroom, to assist during fire drills, might be the answer. Whatever the plan, the handicapped student should never be left behind.
GIVE HELP ONLY WHEN IT IS REQUESTED	Our world is made up of people who act helpless and take all the help they can get, others who are very independent and those between ... so it is with the handicapped. Unnecessary help to those craving it can add a handicap; help to those not wanting it only results in needless antagonism. Tell a student that whenever help is needed to speak up and then wait until this happens!

GENERAL AREA	TIPS
GUIDING THE BLIND	Blind people, in their specialized training, get amazing clues from the way a person leading them moves. Therefore, let the blind student hold your arm to make this possible.
HEARING	There are two common situations with hearing handicapped people, children and adults as well. They may indicate they understand when they do not, simply because they do not want to focus attention on their handicap; or, what they interpret as being said is not exactly what was said. To avoid either rather than ask "Did you hear?" Say "Please repeat back to me what I said." This is especially important when a new process is being explained, an assignment given, or a test question is presented orally.
HEARING AIDS	Hearing aids vary by make but basically they operate on similar principles. Styles - that is over-the-ear, in-the-ear, aids for both ears, eye glass aids, or body worn aids - usually are related to the degree of the hearing loss and which model best compensates for the loss and not the style with the best eye appeal. Ear molds, the lucite custom made insert into the ear canal, has a tiny tube through which amplified sound travels. If it becomes plugged with wax the sound can not be transmitted. To clean an ear mold, use real soap (not detergent or alcohol), warm rather than hot water, and a pipe cleaner. Gently push the pipe cleaner a short way in from each end swirling to remove the debris. Rinse in clear water. Dry by blowing through the hole. Hearing aids and hearing aid batteries should not be left in sun, on radiators, or in any place with heat. Students should always have one extra battery at school for emergency use. Ideally, if parents are willing, an old aid should be repaired and kept as a spare when a new hearing aid is purchased to insure continuous amplification at school when an aid does not function even with a battery (or cord replacement on aids with cord) replacement. A hearing aid which is working will squeal if, when removed but turned on, the part which goes into the ear is put over the tiny grill. If there is no squeal, and the ear mold is not blocked with wax, a change of battery may solve the problem. STUDENTS KNOW INSTANTLY WHEN AN AID WORKS AFTER INSERTING A NEW BATTERY: OFTEN ARE UNAWARE OF DECREASING VOLUME WHEN A BATTERY SLOWLY DIES UNTIL THEY CAN'T HEAR. Children's outer ears do grow. Also hair may be caught between the ear and the ear mold. In either event, a high pitched squeal, irritating to those who hear well, may result. Because it is very high pitched, more often than not the hearing aid wearer cannot hear this sound. Check for hair or improper insertion. If the mold does not fit tightly, another impression may need to be made for a new mold. Notify the parents or guardian for they will know where to have this checked.

GENERAL AREA	TIPS
HEARING AIDS (Concluded)	If a hearing aid user has many accidents (spills, sand, lost parts, etc.) it might be well for the school nurse to talk with the family about hearing aid insurance. Aids are costly and young children can't be kept still! LOUD NOISES (crumpling paper, dropping a book, yelling close to the aid, etc.) can be uncomfortable or even painful to the hearing aid user. Sometimes giving students a chance to try the aid with and without noises of this kind will put an end to this excessive noise if done to tease or done without thinking. There are times when a hearing aid has to be temporarily turned off because of the sheer pain of an unusually loud noise further amplified by the aid such as a loud motor, excessively loud music, cheering, etc. Everyone, hearing handicapped or not, has a THRESHOLD OF PAIN for sounds. Turning off the aid, at such times, is like a safety valve. Aids should never be worn in swimming or in contact sports when hearing is not essential. In contact sports where hearing is essential some type of protection for the aid should be devised if possible. Perspiration can injure a hearing aid. A welder's helmet, for example, which invites perspiration in a hot atmosphere, may need to have vents drilled into it to cut down on perspiration. Hearing aids compensate for hearing losses to different degrees dependent upon the kind and extent of the loss. Some have close-to-normal hearing with the aid; the opposite extreme, are merely "tuned into" the world of sound with an aid. Try to learn what to expect from your nurse, the student's parents or the person who prescribed the aid.
INTEGRATION HELPS	All children learn from each other; most children work harder where there is challenge. A mix of handicapped and non-handicapped students can offer learning, challenge and fun to the handicapped; handicapped students, patience and acceptance to the others. Our world is one world. It is not divided into a part for the handicapped and another for the non-handicapped. Beyond this, there is no certainty that any one of us will not acquire a handicap through accident or illness.
LAUGH WITH THE HANDICAPPED	When a handicapped person can laugh at his/her differences, and boo-boos, laugh with him/her. We all have our weak spots. They become less devastating if we can accept them with humor.
LIKE OTHER PEOPLE	Students with handicaps are first of all students, students with the same variety of abilities, interests, goals, "growing pains" of all other students. Likewise, as is true of all Americans, and faced with a life span immeasurably extended by today's medical discoveries and care, they look forward to the after school years as a time to let their interests and aptitudes "flower" through work, recreation, hobbies, socialization, and even love and marriage. They are like other people!

GENERAL AREA	TIPS
LIFTING	Lifting a child who cannot walk is rarely necessary because of transfer training he/she has had to transfer from wheel chair to desk chair, toilet seat or car seat. In an emergency like a fire, try and have another adult make a 4 hand seat, or, if you must carry the handicapped student alone, bend your knees as you start to lift so your legs will share the strain with your back.
LIP READING	It is commonly assumed that lip reading takes over when a hearing aid fails to work. This is not true because of three factors: 1. Lip-reading, regardless of training, is an aptitude people either have or lack much like piano playing or athletic ability. 2. Only about 1/3 of the speech sounds are visible on the lips. 3. Some people move their lips very little so offer almost no visual clues to their speech. Therefore, at best lip reading is a helpful crutch dependent upon aptitude, subject clues and much guessing. It is an aid to hearing but does not supplant it.
NON-WALKING STUDENTS NEED WALKING AIDS CLOSE BY	Whether a walking aid is a wheel chair, crutch or crutches, cane or walkerecte, that aid should always be left close to the student needing it for emergency escape in case of fire, the need to hurry to the bathroom, fire drills, etc.
NOT FRAGILE	Except in rare conditions such as bleeding problems, the tendency toward fractures, etc., handicapped students are no more fragile than any student. Many have been taught to fall and do it with no discomfort and less harm than their non-handicapped classmates. They are uncomfortable to have people fretting about their safety unless there is a medical reason for care about which they know and the school has been made aware.
OVER-SOLICITOUS	What growing child, aspiring to be grown up, wants someone to be over-protective? Try to treat a handicapped student, save for needed modifications, like any other student. This is what they want even to being understood for denying the existence of their handicap at times.
PARKING FOR THE HANDICAPPED	With Driver Education for the Handicapped becoming a reality in Vermont, more handicapped students of driving age will provide their own transportation. A 12 ft. wide parking space near an accessible entrance needs to be reserved and marked for them. Special signs @ $2.00 may be secured from the Governor's Committee on Employment of the Handicapped, Heritage I, 81 River St., Montpelier, Vt. 05602.
PATIENCE	People who have automatic lip closure and a normal swallow reflex do not drool. Be patient if a student drools. Some handicapped students need extra time to move, or to interpret what you have said and translate it into an appropriate form of action. It can get to be terribly frustrating, and actually it is unfair, if a teacher fails to wait for needed delays.
PEERS, PARENTS, PAST TEACHERS, SPECIALISTS	Peers can sometimes solve problems in ways an adult would never consider. Parents have had years of living with a handicapped person requiring modification after modification. Past teachers, having experienced an academic year with a handicapped student, may have many a suggestion

GENERAL AREA	TIPS
PEERS, PARENTS, PAST TEACHERS, SPECIALISTS (Concluded)	which helps. Specialists (sometimes a doctor but more often therapists) may have ideas galore to help. DON'T STRUGGLE ALONE WHEN YOU NEED HELP. Start with people in your school, students, past teachers, and then the outsiders. If you need advice which you can't locate contact Special Education, State Dept. of Education, State Office Bldg., Montpelier 05602 (Tel. 828-3141).
PHYSICAL EDUCATION	Physical Education usually appeals to students. In an acceptable way it teaches much about competition, rules, sharing, helping, winning, losing and fair play. Handicapped students need this kind of experience. They may want to try what seems impossible but only from trying accept what is impossible, or fool everybody by showing that it really is possible. Being involved is what is important and an imaginative physical education instructor can find some activity which is possible for any handicapped student. Vermont can boast of a prize gymnast who cannot walk; a super kicker without toes nor foot mid-section!
PITY	Who needs it? Who wants it? Most of all what handicapped students want is to be like everyone else. Therefore, try to do this on report cards, expectations, reciting in class, or whatever.
POSTURE	Children with hand problems can do their best only if the desk and chair heights are correct and if their feet are fully supported on the floor. All children in a growth period may avoid skeletal handicaps if care is given to their posture as well. If desks are not adjustable perhaps a table can be substituted or a higher (or lower) chair, or a foot stool, made by the Maintenance Department or Vocational Education, to stabilize sitting balance and thus promote good hand function.
PREPARATION EXTRAS	From needing help on new vocabulary to having assignments cut to fit endurance or speed, to being told carefully the sequence of what is to come, to having a combination of written and verbal preparation, to being told ahead what is expected of the student at end of project, to review of what was seen or learned in project - any or all may be needed by some handicapped students, and many another student will benefit as well.
REGRESSION AND ENERGY FLUCTUATIONS	Any one may say "I haven't earned my salt today" or "I should have stayed in bed" denoting the changes in production related to normal physiological variations in energy. Handicapped people have these same fluctuations but they are more marked. Also, with illness, even as simple an illness as a cold, the fluctuations are very marked, and there are real REGRESSIONS. Learning, seemingly well established, may disappear; motor patterns regress; speech, distorted at best, becomes unintelligible. HAVE PATIENCE! With time and a little re-learning what seemed lost will return.
SAFETY	The blind student needs help on warning the sighted get through eyes, the deaf, through warnings the hearing get, those with unstable balance from hazards such as machines, etc. Basically the handicapped, with minimal exceptions, can manage almost like other students. Only necessary precautions should be taken.

GENERAL AREA	TIPS
SEIZURES	A large proportion of people with epilepsy take medicine which prevents seizures. For the few who are helped but still have seizures, talk with your school nurse and student to learn what to look for and what to do. Usually, but not always, a person with a seizure history has warnings (called "aura") just before the seizure. This may or may not come soon enough for him/her to do anything about it. Actually seizures are nothing more than a fluctuation of the electrical system in the brain, they don't last long, and all you need is to learn what to do and do it. The student with seizures could say if he/she wants a class discussion so classmates will understand what seizures are all about. (There is much literature which could be secured from the Vermont Epilepsy Association should the involved student welcome this. The address is 210 South Main St., Rutland, Vt. 05701.)
SPEECH HANDICAPS	Correct errors indirectly by repeating what the student has said but in a slow, clear, correct speech pattern. This avoids making an issue of embarassing the student and also presents a correct pattern. If a student is having speech therapy, get the advice of the therapist about classroom help and realistic speech expectations. If a student can't be understood don't pretend. Request repetition. If repetition does not result in understanding, suggest that the student say it in another way if possible. He/she wants to be understood as much as you want to understand.
TELEPHONE AMPLIFIERS	Because hearing handicaps are common in Vermont among children and adults, all buildings used by the public, and this definitely applies to schools, should have one telephone equipped with a "VOLUME CONTROL HANDLE" if located in a relatively quiet place; a "NOISY CONTROL HANDLE" in a noisy area. Each is available from the Bell System for a modest monthly cost. A coin operated telephone should have either no grommet or a blue grommet but NOT GREY OR BLACK ONES. (A grommet is a small device over the telephone cord as it enters the receiver. Many hearing aids have telephone switches. For those who do, the only phones which are useful are without any or with a blue grommet. These, too, are available upon request from the Bell System and from a few independent systems as well and at no added cost).
THE HANDICAPPED ARE THE ONLY ONES TO DETERMINE WHAT THEY CAN DO	Handicapped young people say, "Don't decide for us. Let us try and learn for ourselves". Just remember that all growing up students want less and less supervision. Handicaps offer enough restrictions without having school personnel decide on ones which may not be needed at all! (There are licensed handicapped drivers with perfect safety records who drive, using adaptive equipment, without hands or arms!)
THE HANDICAPPED & CLASSROOM DISCUSSIONS	Students, like all people, are different. Some disabled students welcome an informal class discussion of their handicap so everyone can have questions settled once and for all times; others would be miserable if this were done. Let the handicapped student decide.

GENERAL AREA	TIPS
VOCABULARY GAPS	Students with an early hearing loss may have terrific vocabulary gaps and confusions about multiple meanings for words (bank a fire, bank on it, a bank for money, a river bank, etc.). Likewise, students with delays or real problems in language and speech development, comprehending speech, or putting thoughts into words. These children need extra individual attention, and often over many years, until vocabulary gaps gradually disappear.
WHEEL CHAIRS	TO PUSH CHAIR OVER BUMPY TERRAIN OR THRESHOLDS Look for short, rubber tipped, projections behind back near floor level, and just inside large, rear wheels. Pusher, by pushing foot down on one of these, can elevate front of chair so small front swivel wheels do not turn and tip chair over. (Avoid gravel or sand) TO FOLD COLLAPSIBLE CHAIR Remove any loose cushion. Lift up middle of seat by front and back simultaneously. This pulls in sides to narrow storage position. TO LIFT WHEEL CHAIR (To put in car, carry up steps, etc.) Remove all removables to decrease weight - arm rests if folded; leave open and bounce on large wheels to move up steps. TRANSFER (From chairs to school seat, car seat, etc.) both brakes must be locked and foot plates turned up. GREASE Lubricating oil, put on wheel axles, merely dirties the user's clothes and wheel chair wheels. Ask user, or better still, if wheels are hard to move or squeak, send note home about this. (Removing wheels and using axle grease is the preferred solution if parents/guardian fail to act.) PLAY THING Other students should realize that a wheel chair, in effect, is a user's legs, and therefore not something to be played with. SEAT BELTS Auto junk yards will sell good seat belts inexpensively. For a wheel chair user intent upon speed and with the tendency to be reckless, it could avoid an accident to suggest to parents that they get old seat belts. In order to be secure they could be bolted into frame at seat height usually ON the uprights at either side of the seat. TIME SPENT IN WHEEL CHAIR Some students remain in wheel chair all day; others prefer to transfer into desk chair. This is optional and usually based upon the physical situation. If desk chair is used, wheel chair should be within student's reach for independent transfer.
YOUR REWARD	Your acceptance of a student with differences, your facilitating his/her full participation in school affairs, your understanding the difference between what is impossible because of the handicap and what many a student might try to get away with, your helping him/her respond to challenge, your making him/her develop a real sense of self worth coupled with all of the exciting possibilities this world offers could be "the" factors in directing a disabled student toward a satisfying, productive life!

RESOURCES

BOOKS, PERIODICALS, PAMPHLETS, CATALOGS

BOOKS

- Local libraries may have books on handicaps (autobiographies and biographies remain good; technical books quickly become out-dated).
- The State Department of Libraries, Special Services Unit, 111 State Street (Supreme Court Building between Statehouse and Pavilion), Montpelier 05602 (Tel. 828-3273), or one of its regional libraries, has many publications, pamphlets and books on handicaps available for a week and two week loan. State handicap which interests you, age or purposes for use, etc. in order to get suitable material. Also, Talking Book Machines, Discs and Cassettes are available to the visually handicapped and to people unable to hold books, turn pages, etc. This service includes music, literature, some periodicals, etc. supplied to states by the Library of Congress at no charge and with free postage.

Regional Libraries Are:

NORTHWEST - P.O. Box 511, St. Albans 05478 (Tel. 524-3429) Exit 18 on I-89 in Georgia Center.
NORTHEAST - P.O. Box 188, St. Johnsbury 05819 (Tel. 748-3428)
MIDSTATE - RD #4, Montpelier 05602 (Tel. 828-2320) Exit 7 on I-89 - rt. at light; on rt.; Audio-Visual Section (Tel. 828-3271)
SOUTHWEST - Pierpont Ave. (north of State St.), Rutland 05701 (Tel. 773-3088)
SOUTHEAST - RFD #1, Brattleboro 05301 (Tel. 254-2961)

- Consultants (Listed on following pages) might locate excellent books on specific handicaps.
- Special Education facilities (VAC. Austine, UVM, Trinity and College of St. Joseph the Provider) have data on handicaps.
- Special Education has a library.

PERIODICALS (WRITE DIRECT. PRICES QUOTED ARE APPROXIMATE.)

Rehabilitation Literature - $12.50 yr. - 2023 W. Ogden Ave., Chicago, Ill. 60612

Accent on Living - Quarterly - Practical Suggestions - Tips on wheel chair camping, etc., $3.00 yr., Box 700 Gillum Rd. & High Dr., Bloomington, Ill. 61701

Education & Training of the Mentally Retarded - Quarterly - $7.50 yr., 1920 Association Drive, Reston, Virginia 22091.

Exceptional Children - Issued 8 times a year - Scholarly articles on Special Ed. $12.50 yr., Council for Exceptional Chn., 1920 Association Drive, Reston, Va. 22091.

The Exceptional Parent - 1 yr. (6 issues) $10.00; 2 yrs. $18.00; 3 yrs. $24.00. For parents and professionals concerned with the care of children with disabilities, 264 Beacon Street, Boston, Mass. 02166.

Rehabilitation Gazette - (International Journal & Information Service for the Disabled) 4507 Maryland Ave., St. Louis, Missouri 63108.

The Star Newsletter - (for the physically handicapped) 6219 No. Naper Ave., Chicago, Ill. 60631.

National Hookup - (Indoor Sports Club made up of handicapped persons) 2635 Tungsten Court, San Bernadino, California 92408.

Teaching Exceptional Children - Issued quarterly - Practice teaching ideas for hand. $7.50 yr., Council for Exceptional Chn., 1920 Association Drive, Reston, Va. 22091.

The Pointer - Issued quarterly. $4.50 yr. - Syracuse, N.Y. - teacher & parent oriented

Closer Look - Nat'l Info. Center for the Handicapped - HEW - Quarterly - Excellent up-to-date information on the handicapped - Closer Look, Box 1492, Washington, D.C. 20013

National News - Quarterly - Epilepsy Foundation of America, 733 15th St. H.W. Washington, D.C. 20005 (Up-to-date general information in the field of epilepsy)

Newsletter - Quarterly - The Marianne Frostig Center of Educational Therapy - 5981 Venice Blvd., Los Angeles, Cal. 90034

The Closer Look Report - Free - Published by the National Information Center for the Handicapped, Box 1492, Washington, D.C. 20013

Report - Published by the National Center for a Barrier Free Environment, 8401 Connecticut Ave., Washington, D.C. 20015 $10.00 membership includes subscription (Has excellent up-to-date information on what is happening in the field of travel for the handicapped, available guidebooks in certain areas, etc.).

Newsletter for Committee On Barrier Free Design - President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

POSSIBLE FUNDS FOR PERIODICALS

A parent's group or local service organization might be approached regarding a subscription; a consultant, listed in later pages, might loan some of the above; your local library, given evidence of sustained need and interest, might subscribe.

PAMPHLETS & CATALOGS

- Public Affairs Committee, 381 Park Avenue South, N.Y. 10016 has a free catalog listing many helpful pamphlets on different handicaps. There is a minimal cost for these pamphlets (about 35¢ to 50¢ each).
- The National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Ave., Chicago, Ill. 60612 has a free catalogue on reprints, and bibliographies on the handicapped.
- The State Department of Libraries, Special Services Unit, Supreme Court Building, Montpelier has brochures on their services. They also have many pamphlets which this project found helpful as follows:

ONE OUT OF TEN - School Planning for the Handicapped, a report from Ed.Facilities Labs.)
DECLARATION OF THE RIGHTS OF CHILDREN - A United Nation's Publication
PRACTICAL ADVICE TO PARENTS - A guide for finding help & guiding children & youth. Published by CLOSER LOOK, HEW, Washington
IF YOU BECOME DISABLED - Social Security Administration
TALKING BOOKS FOR CRIPPLED CHN. & ADULTS - Div. for the Blind & Physically Handicapped Library of Congress
ALL ABOUT NPF - National Paraplegia Foundation
KNOW YOUR RIGHTS - CLOSER LOOK, HEW, Washington
FOR YOUR MAINSTREAMING BOOKSHELF - CLOSER LOOK, HEW, Washington
CEC (Council for Exceptional Children) CATALOGUE - Publications & Non-Print Media
PROJECT ACTIVE - Physical Education for the Handicapped, Office of Program Development, Division of Research & Evaluating, N.J. Dept. Ed., Oakhurst, N.J. 07755
A HANDICAPPED CHILD IN YOUR HOME - published by the U.S. Government
APROPOS - National Center on Educational Media & Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210
CAREER EDUCATION - Exemplary programs for the handicapped
SECURING THE LEGAL RIGHTS OF RETARDED CITIZENS - Public Affairs Pamphlet
INFORMATION - NEA Publication which covers MAINSTREAMING - a selected Bibliography
BRIEFING - " " also on "
WHEN YOU MEET A HANDICAPPED PERSON - 15 hints for rewarding relationships National Easter Seal Society.
DWARFISM - Why some kids grow up to be small - Little People of America, 1103 Main St., Leicester, Mass 01524

ARTICLES
LABELING: IT HURTS MORE THAN IT HELPS - by Sharland Trotter
OCCUPATIONAL COMPETENCY - by Alexander M. Bal
VOCATIONAL EDUCATION FOR TRAINABLE STUDENTS - by Arley Fisher
THE VALIDITY OF THE NON-READING APTITUDE TEST BATTERY FOR EDUCABLE MENTALLY RETARDED STUDENTS - by William Halloran
IS THE CHILD COLOR BLIND? - by Adelphia M. Basford

(NOTE: Local libraries and the State Dept. of Libraries, Special Services Unit above receive new data all along. The best way to get help is to state your special needs when you inquire or write.)

- All local libraries are supplied with extensive pamphlet material on employment of the handicapped.

CONSULTATION POSSIBILITIES IN VERMONT

SUGGESTIONS TO GET GENERAL INFORMATION

Prepare specific questions in writing. Call the number below and ask for the person who is best prepared to answer those questions. Have a list of possible times to reach you if the person is to call back and request a COLLECT CALL if out of town.

FOR SPECIFIC INFORMATION ABOUT A STUDENT

Send the information needed in letter form together with a permit signed by the parent(s)/guardian or student if 18 yrs. old, and enclose a self addressed stamped envelope for the reply. If time is a factor give data needed and reason.

HANDICAP GROUPING	RESOURCE SOURCES
GENERAL	Division of Special Education & Pupil Personnel Services, State Office Bldg., Montpelier 05602 828-3141 RECREATION - Children Convalescing - Vt. Achievement Center, 88 Park St., Rutland 05701 775-2395 " - General - Recreation Chief - Dept. of Forests & Parks, State Office Bldg., Montpelier 05602 828-3375 " - Special - Recreation Director, Brattleboro Retreat, Brattleboro 05301 254-2331 " - " - Dir. of Recreation, Brandon Training Sch., Brandon 05733 247-5711 Horticulture - Nature Interpretation Specialist - Dept. of Forests & Parks, State Office Bldg., Montpelier 05602 828-3375 " - Horticulture Dept., UVM, Burlington 05401 656-3287 Area Community Mental Health Organizations; District Offices of Vocational Rehabilitation (Call 828-2481 for area Mental Health names, tel. and addresses; 828-3455 for Vocational Rehabilitation District Offices)
BEHAVIOR	Division of Therapies - Vermont State Hospital, Waterbury 05676 244-7331 Recreation Directors & Counselors; Area Community Health Organizations (Call 828-2481 for Area Mental Health names, Tel & address or consult local phone book).
BLIND & VISUALLY HANDICAPPED	Vt. Assoc. for the Blind - Pine St., Burlington 05401 862-4183 Consultant for the Visually Handicapped - Div. of Spec. Ed., Montpelier 05602 828-3141
HEALTH HANDICAPS	Child Health Services - Vt. Dept. of Health, 115 Colchester Ave., Burlington 05401 862-5701; School Nurses.
HEARING.	Audiologists at: The Center for Disorders of Communication - DeGoesbriand Unit, Burlington 05401 656-3970 Vermont Achievement Center, 88 Park St., Rutland 05701 775-2395 Austine School (for the deaf), Brattleboro 05301 254-4571
LANGUAGE & SPEECH	SCHOOL SPEECH PATHOLOGISTS: Eleanor N. Luse Speech Center, UVM - SE Cor. Main & S. Prospect, Burlington 05401 Center for Disorders of Communication, DeGoesbriand Unit, Burlington 05401 Vt. Achievement Center, 88 Park St., Rutland 05701 775-2395 Austine School, Brattleboro 05301 254-4571 Prouty Center, Brattleboro 05301 257-7852
MEDICAL	Child Health Services, Vt. Dept. of Health, 115 Colchester Ave., Burlington 05401 862-5701 Child Development Clinic, 56 Colchester Ave., Burlington 05401 863-6741 Student's own physicians (for specific questions & with parent's consent) Private Pediatricians (on questions regarding medical problems) School Nurses are persons to contact first. They may have the needed information or know where to locate it quickly.

HANDICAP GROUPING	RESOURCE SOURCES
MOTOR	Orthopedic Division, Child Health Services, Vt. Dept. of Health, 115 Colchester Ave., Burlington 05401 862-5701 Child Development Clinic, 56 Colchester Ave., Burlington 05401 863-6741 Vt. Achievement Center, 88 Park St., Rutland 05701 775-2395 Prouty Center, Brattleboro 05301 257-7852 Department of Rehabilitation Medicine, DeGoesbriand Unit, Medical Center Hospital, Burlington 05401 656-2367
THINKING	COLLEGES - UVM, Johnson, Lyndon, Castleton, Trinity, St. Joseph the Provider Area Mental Health Services Psychologists Brandon Training School, Brandon 05733 247-5711 DO Programs (Diversified Occupations) in Area Vocational Centers Special Classes in regular school Resource Rooms Consulting Teachers

INFORMATION POSSIBILITIES INSIDE OF VERMONT (PRIVATE)

AREA OF HANDICAPPING	ORGANIZATIONS & ADDRESSES
ALL HANDICAPS	Vermont's Easter Seal Society, Vt. Achievement Center, 88 Park St., Rutland Tel. 775-2395
ARTHRITIS	Vt. Chapter Arthritis Foundation, 215 College St., Burlington 05401 Tel. 864-4988
AUTISM	Vt. Society for Autistic Children, c/o Mrs. Blanka Moore, Jay, (P.O. No. Troy 05859)
BIRTH DEFECTS	March of Dimes - Room 11, 18 Langdon St., Montpelier 05602 Tel. 223-6322
BLIND	Vt. Assoc. for the Blind, Pine St., Burlington 05401 Tel. 862-4183
DEVELOPMENTAL DISABILITIES	Vt. Developmental Disabilities Council, c/o Dept. of Mental Health, Heritage II, 79 River St., Montpelier 05602
EPILEPSY	Vt. Epilepsy Assoc., 210 So. Main St. Rutland 05701 Tel. 775-1686
HEART	Vt. Heart Assoc., 56 Church St., Rutland 05701 Tel. 773-9300
LEARNING DISABILITIES	Vt. Association for Learning Disabilities, P.O. Box 56, Rutland 05701
MENTAL HEALTH	Vt. Assoc. for Mental Health, P.O. Box 165, Montpelier 05602 Tel. 223-6263
MENTAL RETARDATION	Vt. Assoc. for Retarded Citizens, 323 Pearl St., Burlington 05401, Tel. 864-4313
MULTIPLE SCLEROSIS	Multiple Sclerosis Society, c/o Dept. of Neurology, DeGoesbriand Unit, Med. Center Hospital, Burlington 05401, Tel. 656-2422
MUSCULAR DYSTROPHY	Muscular Dystrophy Assoc. of America, Inc., 125 S. Winooski, Burlington 05401, Tel. 863-7294

INFORMATION ON EMPLOYMENT RESOURCES IN VERMONT

Office of Employment Security, State of Vermont, P.O.Box 488, Montpelier 05602 (Also Regional Offices)
Federal Job Information Center, Elmwood Ave. & Pearl Street, Burlington 05401
Governor's Committee on Employment of the Handicapped, Heritage I, 81 River St., Montpelier 05602
Vocational Rehabilitation Division (Human Services Agencies), Heritage I, 81 River Street, Montpelier 05602 (Also Regional Offices)

INFORMATION POSSIBILITIES OUTSIDE OF VERMONT

(Note: These are busy organizations with neither time nor money to spare. However, they are glad to help when it is needed and the request made to them is specific. May have literature to send.)

AREA OF HANDICAPPING	ORGANIZATIONS & ADDRESSES
ALLERGIES	Allergy Foundation of America, 801 2nd Ave., New York, N.Y. 10018
ALL HANDICAPS	U.S. Dept of Health, Education & Welfare, Bureau of Education of the Handicapped, 400 Maryland Ave., S.W., Washington, D.C. 20201
	Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091
	Nat'l Easter Seal Society for Crippled Children and Adults, Inc. 2023 W. Ogden Ave., Chicago, Ill. 60612
	National Center on Ed. Media & Materials for the Handicapped, Ohio State University, 220 W. 12th Ave., Columbus, Ohio 43210
AUTISM	Nat'l Society for Autistic Children, 530 Westmont, Houston, Texas 77015
BIRTH DEFECTS	March of Dimes, 622 3rd Avenue, New York, N.Y. 10018
BLINDNESS (VISUAL DEFECTS)	American Foundation for the Blind, 15 West 16th St., New York, N.Y. 10011
	American Association of Workers for the Blind, Inc., 1511 K St., N.W. Washington, D.C. 20005
	American Printing House for the Blind, 1839 Frankford Ave., Louisville, Kentucky 40206
CEREBRAL PALSY	United Cerebral Palsy Assoc., Inc., 66 East 34th St., New York, N.Y. 10016
CYSTIC FIBROSIS	Cystic Fibrosis National Research Foundation, 175 5th Ave., N.Y., N.Y. 10018
DEAF	Alexander Graham Bell Assoc. for the Deaf, 1537 35th St., N.W., Washington, D.C. 20007
DEVELOPMENTAL DISABILITIES	Nat'l Council for Services & Facilities on the Developmentally Disabled, Room 3217, HEW, South Bldg., Washington, D.C. 20201
DIABETES	American Diabetes Assoc., Inc., 1 West 48th St., New York, N.Y. 10018

AREA OF HANDICAPPING	ORGANIZATIONS & ADDRESSES
EPILEPSY	National Epilepsy Foundation, 1828 L. Street, N.W., Washington, D.C. 20036
GENETICS	National Genetics Foundation, 250 West 57th St., New York, N.Y. 10019
HEMOPHILIA	National Hemophilia Foundation, 25 W. 39th St., New York, N.Y. 10018
HEART	American Heart Assoc., Inc. 44 E. 23rd St., New York, N.Y. 10018
INSTITUTIONALIZED CHILDREN	"Play & Learn With Toys" - Redfield State Hospital, Redfield, N.D.
KIDNEY DISEASES	American Kidney Fund, 7315 Wisconsin Ave., Washington, D.C. 20014
LEARNING DISABILITIES	Assoc. for Children with Learning Disabilities, 95 Madison Ave., New York, N.Y. 10016
MENTAL ILLNESS	Association for Mentally Ill Children, 12W 12th St., New York, N.Y. 10018
MENTAL RETARDATION	Nat'l Assoc. for Retarded Citizens, 2709 Avenue E., Arlington, Texas 76011
	American Association of Mental Deficiency, 5201 Connecticut Ave., N.W., Washington, D.C. 20015
MULTI HANDICAPPED	National Committee for Multi Handicapped Children, 339 14th St., Niagara Falls, N.Y. 14303
MUSCULAR DYSTROPHY	Muscular Dystrophy Assoc., 810 7th Ave., N.Y. 10019
REHABILITATION	National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005
PHYSICAL EDUCATION & RECREATION FOR THE HANDICAPPED	American Alliance for Health, Physical Education & Recreation, 1201 16th St., N.W., Washington, D.C. 20036
SPEECH, HEARING & LANGUAGE	American Speech & Hearing Assoc., 9030 Old Georgetown Rd., Bethesda, Maryland 20014
	Nat'l Assoc. of Hearing & Speech Agencies, 919 18th St., N.W., Washington, D.C. 20006
TRAVEL TIPS	"Wheelchair Vagabond" by John Nelson - Project Press, 710 Wilshire Blvd., Santa Monica, Cal. 90406 $4.95 paperback
	"The Wheelchair Traveler" by Douglas Annand, 1974 Ball Hill Road, Milford, N.H. 03055 Cost $4.55 (This is available from Interstate Library "pool" by using REFERENCE SERVICES UNIT (3261)
VERMONT TRANSIT (Bus)	Helping Hand Service - with signed statement from doctor stating companion is needed, a person with a handicap and a companion may ride on a single fare.

AREA OF HANDICAPPING	ORGANIZATIONS & ADDRESSES
ADVOCATE GROUP	Vermont Committee for the Handicapped, P.O. Box 1073, Burlington 05401
GENERAL RESOURCE CENTER FOR PARENTS	Northeast Area Learning Resource Center - 168 Bank St., Hightstown, N.J. 08520
INDEPENDENT LIVING EVALUATION	Goodwill Industries of Houston, P.O. Box 21185, Houston, Texas 77026
MEDIA CENTERS FOR TEACHERS	Trinity College, Colchester Ave., Burlington 05401 AND College of St. Joseph the Provider, Clement Rd., Rutland 05701
QUADRIPLEGIA/ PARAPLEGIA	"Sexual Options for Paraplegics & Quadriplegics" - Drs. Cole & Chilgren, Brown & Co. Medical Div., 34 Beacon St., Boston, Mass. 02106 $7.95 paperback.

ERIC AS A SOURCE OF INFORMATION ON THE HANDICAPPED

- EDUCATION RETRIEVAL INFORMATION CENTER located in the State Department of Education, State Office Bldg., Montpelier 05602 is an excellent source of information about projects all over the country relating to the disabled. If subject and specifics regarding your need are given, abstracts will be given by computer retrieval. For those which are of interest, Microfisch will be supplied on request. such microfisch (like much reduced film) can then be "read" on readers located in many colleges, Area Vocational Centers and libraries.

RESOURCES FOR EQUIPMENT/APPARATUS/INVENTIONS

Most students enter regular school with the apparatus/equipment which has sufficed in the past. However, new situations keep demanding adjustments, and growth does as well. Some may be home or school made; others, made or purchased by a rehabilitation prescription. The following was meant to help schools make the differentiation and know where to turn for assistance:

COMPENSATORY EQUIPMENT

Commercially available equipment such as an electric typewriter, a one-handed typewriter (Typewriting Institute for the Handicapped, 3109 West Augusta Ave., Phoenix, Arizona 85021 is one source), Calculators (to speed up calculations for a student with hand/finger control problems once arithmetic processes are mastered), even an electric lift to by-pass short stairs and open up a building area to a wheel chair user (one source is the American Stair Glide Corporation, 4001 East 138th Street, Grandview, N.J. 64030), narrower wheel chairs if the school building is old and there is no way to increase door openings to needed areas.

The Division of Special Education and Pupil Personnel Services, your School Board, and local service groups are possible sources of financing if a student's family lacks this capability. There may be insurance money if a disability follows an insured accident. Eventually there may be funds from Public Law 94-142.

Most Hospital Purchasing Departments have equipment catalogues to show the dimensions of wheel chairs. Because of the narrow door problem there are wheel chairs which are constructed to adjust to the "narrow-door syndrome". The Vermont Achievement Center in its loan equipment service, might have a narrow enough chair to loan on a rental, or free basis if there is need. If a student is eligible for Medicaid, this equipment might be available from that source.

APPARATUS

Usually this is made or purchased on an individual prescription by a rehabilitation expert. ALWAYS GET THE HELP OF YOUR SCHOOL NURSE IN DETERMINING IF THE STUDENT HAS A PHYSICIAN/THERAPIST/CLINIC/REHABILITATION CENTER FAMILIAR WITH HIM/HER AND START THERE. Otherwise refer to "MOTOR" under the list of CONSULTANT possibilities.

Such apparatus might be eating or school "tools" which, if built up or bent or modified would be usable; a custom made hand device to improve grasp of thumb and forefinger for picking up small objects, turning pages, etc.; some shoe/brace/therapy change to reduce tripping/falling; some school seat modification to change posture so use of needed equipment will be possible. THERAPISTS HAVE TO BE INVENTORS!

INVENTION

Perhaps a book rack with screw in right angle devices would hold a book and secure pages; a foot stool to compensate for a desk seat too high to allow feet to touch the floor completely and thus stabilize balance and improve hand skills; a portable light weight ramp (one foot in length for every inch of height) to allow access to a little used area(s) where access is not often needed; a railing to make stair climbing possible for cane, walker, crutch/brace users. If a wheel chair user is a "speed artist" and the school fears or sees tipping out, a place for old car parts may produce seat belts. These should be riveted to the frame for security and the student should be expected to fasten the belt at all times. Likewise a lap board with raised edge around its front and side boarders, could be easily made with plywood to fit between the sides for some school activities. Tape with Velcro closures would insure easy attachment to the sides of the wheel chair.

Such "inventions" can be developed by supervised students in building trades, Maintenance Personnel, or a citizen who is "handy with tools".

DON'T PUT UP WITH RECURRING NEEDS! IF YOU ACT TO REMOVE/REDUCE THEM, THIS WILL RESULT IN DE-EMPHASIZING DISABILITY & EMPHASIZING ABILITY !!!

DRIVER EDUCATION FOR THE HANDICAPPED

For some students, school attendance, field trips, work trials, fun, medical care, etc. WITH INDEPENDENCE is dependent upon driving. Power brakes, steering, locks, windows, seat adjustment, automatic shift, etc. in modern cars coupled with wheel chair lifts, car/van modifications and adaptive equipment make driving SAFE for severely handicapped people.

Vermont now has a complete program including SCREENING BY EXPERTS of those whose functional skills are suspect, who may have perceptual problems to endanger, or who need adaptive equipment and/or car/van modifications.

THEREFORE, PLEASE LET THE EXPERTS DECIDE! MOTOR VEHICLES INSPECTORS, AS IS TRUE FOR EVERYONE, MAKE THE FINAL DETERMINATION. Refer to your local driver educator, or if unavailable except in summer training, refer directly to the State's Office of Driver Education for the Handicapped, State Department of Education, Montpelier 05602. (There is a brochure to describe the service.)

LET THE EXPERTS DECIDE EVEN IF YOU CANNOT ENVISION DRIVING!

FILMS ON HANDICAPS

Films should be previewed to check appropriateness for audience, and repair of film as well. They need to be reserved 6 WEEKS in advance of showing. Projector(s) workings need to be assured.

SOURCE OF FILMS (numbered)

1. VT. DEPT. OF LIBRARIES, Audio-Visual Unit, Montpelier, Vt. 05602 Tel. 828-3271. Only expense is return postage. Must be reserved ahead. All 16 mm. Available on year round basis.

BEING. 21 min., color, Jr. high - Adult. A young artist named David is paralyzed in both legs, but opening scenes reveal how he manages to be independent and enjoy life. Resentful of the pity of others he is initially suspicious when a pretty girl begins talking to him as he sketches in the park. A realistic portrayal of a handicapped person's world.

A DAY IN THE LIFE OF BONNIE CONSOLO. 16½ min., color, Jr. high - Adult. Bonnie Consolo is a most unusual and inspirational woman - a person who was born without arms, yet leads a normal and productive life. The film follows her through a typical day as she cares for her home and family, and as she goes about her daily routine she shares with us her thoughts about life.

CIRCLES, SQUARES AND YOU
Pre-school thru intermediate, color, (Special Needs) (Mentally Retarded) 9 minutes; Subject area: Visual-perceptual concepts, language development. Supplements the mentally retarded student's exploration of the physical world around him with filmed experiences in sensory perception.

DEAFNESS AND COMMUNICATION. 10 min., color, Jr. high - Adult. The effect of deafness on the basic human function of communication. The three variables; severity, nature of loss in terms of frequency range, and age at which loss takes place are explored in some detail. Non-technical.

EVERYONE WILL THANK YOU. 8 min., Jr. high - Adult. (Special needs). Social behaviour, self awareness, interpersonal relationships, and language development are presented in a way to provide self confidence useful for staff and the residents who are being prepared to leave an institution.

HEAD TO TOE. 10 min., color, Primary - intermediate - Jr. high. (Special needs) Through interesting visuals and simple explanations, the parts of the body are identified, their relationships to the rest of the body are seen, and the parts are shown in use. The learning is reinforced through viewer participation; Example: "Everybody touch your nose, shake your hands, tap your foot", etc.

HOW DO I LOOK. 10 minutes, color, JHS & HS; Throughout film young adults are shown performing the daily steps involved in keeping clean, interwoven with scenes from their daily lives as they interact with others.

LIKE OTHER PEOPLE. 37 min., color, Jr. high - Adult. Handicapped people want to be treated like other people. Here a group of young adults who have cerebral palsy, living in a group home in England, talk about work vs. welfare, parental over protection, society's attitude toward them, love and marriage. Because of unclear speech coupled with an English accent it is hard to follow but a script is available.

WHAT COLOR IS THE WIND? 27 min., color, Intermediate-Adult. Tells the story of twin boys, one blind, one sighted, and of their parent's determination to treat both equally in the face of societal pressures. It captures the beauty of life as open to all of us - even in seemingly unequal measure - and suggests that the child who has a disability need not feel handicapped or be a handicap to others.

WHAT DO YOU DO WHEN YOU SEE A BLIND PERSON? 13 min., color, Jr. high - Adult. Phil is a well intentioned, average adult who has little understanding about how to treat a blind person. When he meets Jim, a blind man, the usual but incorrect methods of "assistance" cross his mind. How to help a blind person cross the street, climb steps and locate implements is demonstrated using common sense and humor.

THE WORLD IS. 9 min., color, Pre-school through intermediate. (Special needs). Through images and sound this film looks at the world from a child's point of view. Excellent sensory stimulation.

2. NORTH COUNTRY FILM COOPERATIVE FILMS Available from Vt. Dept. of Libraries (as above) but for but 4 months of the year (sharing basis with other N.E. states).

COLOR HER SUNSHINE. 21 min., black and white, general audiences. A very fine and touching presentation that presents a young woman, a Mongoloid, who has been carefully reared by her parents in her own home. This film illustrates how much can be accomplished with these handicapped people. A strong element of hope is present throughout.

HELEN KELLER AND HER TEACHER. 27 min., color, Jr. high - Adult. In a dramatic well acted production, the education of Helen Keller is recreated. Anne Sullivan taught Helen to eat, spell words by signs and express her emotions in acceptable ways. Both women led fruitful and active lives despite handicaps.

HELEN KELLER IN HER STORY. 45 min., black and white, Jr. high - adult. Narrated by Katherine Cornell and shown through photographs, newsreel sequences and filmed conversations with famous people, this documentary tells the inspiring story of Helen Keller's victory over tremendous handicaps and her achievement in service to others.

LEO BEUERMAN. 18 min., black and white, High school - Adult. The courageous story of a man who overcame great physical handicaps to live a life of accomplishment, personal fulfillment, and service to others. A fine film for discussion purposes, as well as general entertainment.

PINE TREE CAMP. 14 min., Jr. high - Adult. A full recreational program for handicapped children is provided at Pine Tree Camp in Maine. As the children master a skill, expectations are raised; the entire program encourages independence. Counselors express their feelings about their job and help to educate the viewer to evaluate each person on his own merits. This is of value for institutional staff development and general education.

A QUESTION OF ATTITUDE. 11½ min., black and white, High school - Adult. Some handicapped people are not considered for employment even though the handicap has no bearing on the job; "Handicapped" is to some extent a question of attitude. Satisfied employers are interviewed and competent job holders reinforce the desirability of hiring handicapped. Not only of value to businessmen, the film will challenge the thinking of adult audiences.

REACHING OUT. THE LIBRARY AND THE EXCEPTIONAL CHILD. 25 min., color, Adult. The American Library Association sponsored a two year demonstration of how the library can serve the physically handicapped or slow-learning child. Librarians are shown working with children in hospitals, special schools, private homes and correctional institutions. This is an exciting, fast paced and stimulating film for staff.

3. GOVERNOR"S COMMITTEE ON EMPLOYMENT of the HANDICAPPED - Heritage I, 81 River St., Montpelier, Vt. 05602 Tel. 828-2861.

HELP ON WHEELS. 12 min. Mobile unit for University of Nebraska, "Homemaking Unlimited", travels to locations throughout the state showing special equipment and adaptations and trains handicapped persons in homemaking skills through sponsorship of Extension Service.

GOOD PEOPLE. 20 min. Filmed for President's Committee on Employment of the Handicapped by Hughes Aircraft, featuring their personnel. Shows persons with a wide range of hardicaps gainfully employed. Individuals speak of their adjustments to handicap and of the fact that being gainfully employed gives them independence that would otherwise be impossible. Good film to be shown to prospective employers.

A FIGHTING CHANCE. 30 min. A young man blinded in the war has difficulty securing employment although he has necessary skills. Film shows his ability to function independently and do things for other people as well.

SOUND THE TRUMPETS. 20 min. This film conveys the basic fact that architectural barriers affect everyone, not just the handicapped. Most public places include curbs, steps and revolving doors that are not easily accessible to the public, especially the handicapped. The film is one man's attempt to persuade a group of planners that the architectural barriers must be improved upon or completely eliminated. He submits that it would be less costly to include certain specifications in the original planning than to make improvements.

THE SUREST TEST. 9 min. This film involves a youngwoman just released from a rehabilitation center, confined to a wheelchair, and out looking for an apartment and employment. Due to the present existence of architectural barriers this woman becomes very desperate in finding a suitable apartment and employment.

WHEN MAY COMES, WE'LL MOVE TO THE FIRST FLOOR. 22 min. This is the story of Claudetter Corvino, 31, a cerebral palsy victim, who lives in a two-story house and has to be wheeled up stairs from first floor to use the typewriter or sleep in the bedroom. Her only talent seems to be typing with a "wand" in her teeth, but no positive endeavor is undertaken with that talent. The film exhibits feelings of loneliness, anxiety and self-pity.

DRIVING WITH A DISABILITY. 22 min. General introductory information on the hand control driving process using a stationary driver training model.

CRIPPLED NEED NOT APPLY. 12 min. An interview with four handicapped people who are currently in the labor force and either have found or are looking for work and how this has affected their lives.

JOBS WELL DONE. 22 min. Film showing how good handicapped workers really are when given a job.

NO BARRIERS. 22 min. A person who is deaf and carries a good job, the employers view of him, co-workers view of him, and how he leads a normal life in every respect.

SCENES TO REMEMBER. 12 min. Film clips taken from famous motion pictures which deal with the handicapped or which have handicapped people who starred in them.

SELLING ONE GUY NAMED LARRY. 22 min. Film deals with a Vietnam veteran who is blind and the psychological effects it has on his day to day living and trying to find a job to help support him and his wife.

25 RECORDS "MAKE 'EM PART OF YOUR TEAM". 33 1/3 RPM. 20 min. each side. There are various types of handicaps, both physically and mentally disabling, including veterans. Each promotional cut deals woth different one, with different announcers, such as Sugar Ray Robinson, etc. This record is for job employment situation., each promotion runs from 30 to 60 seconds.

These films may be borrowed for no more than ten (10) working days.

4. OTHER SOURCES: (See under each film)

A LITTLE SLOW. 16 mm., 20 minutes. Contact: President's Commission on Mental Retardation, Washington, D.C. 20201, Tel. 202-245-7634. Cost: None. Recommended: Any audience. Summary: An attractive, pleasant man, with faltering speech, sits on a park bench and begins the film with, "My name is Billy Dale. I live at 1060 Adam Street". With a good script and camera technique, the film states the case for community "mainstreaming" of the mentally handicapped. It also points out some of the rights for those who qualify; to receive an appropriate education at public expense, to drive, work, vote, marry, have a family, to due process, to love and be loved. This film would be excellent for any campaign to get community services for adult mentally handicapped in the least restrictive setting.

THE INVISIBLE WALL - AUTISM. 16mm, black & white, 27 minutes. Contact: NSAC - Information and Referral Service, 306 31st Street, Huntington, WV 25702, Tel. 304-697-2638. Cost: Rental fee $15, free to NSAC chapters except for $3 postage and handling charges. Recommended: Any audience. Summary: Made in 1967, this film concerns itself with the professional, the mother and the child himself. Dr. Bernard Rimland outlines the symptomatology and presents his theory of causation. Four NSAC mothers describe the disorder on a personel level. Their revelations are forcefully illustrated by cuts to the children filmed in their homes with their families. The film has been widely shown here and abroad, having won several film festival awards.

NO TWO OF THESE KIDS ARE ALIKE. 16mm, color, 27 minutes. Contact: National Audiovisual Center, Order Department, Washington, D.C. 20409, Tel. 301-763-5500. Cost: Rental $12.50, Purchase $115.50. Recommended: Any audience. Summary: This is one of 4 films made for the Bureau of Education for the Handicapped at the League School in Brooklyn, New York, the first day school in the U.S. for autistic and autistic-like children. Dr. Carl Fenichel, its director, gives historical setting of care and treatment of such children 20 years ago. Since psychotherapy didn't work, his program established the teacher as the main therapist. They received the lowest functioning children in the school district. Film shows how school operates, has good shots of the children. Much stress on including parents as part of the team. Film is a brief introduction to a highly successful program.

THE HEART; COUNTERATTACK - 25 min., colored - 16 mm. (This stresses measures to take to prevent heart attack including non-smoking). Available from CRM films, 1011 Camino del Mar, Del Mar, Cal. 92014 ($30 rental).

HELP ON WHEELS - 15 min., colored 16mm. (Shows how the handicapped can be helped when a community mobilizes its manpower and resources.) Available from Film Library Division of Rehabilitation Services, State Dept. of Ed., 233 South 10, Lincoln, Nebraska 68508.

LIVE A FULL LIFE - 14½ min., colored, 16 mm. (On arthritis - all types including juvenile) available from The Arthritis Foundation, 1212 Avenue of the Americas, New York, N.Y. 10036 (covers therapy, research and quackery as well.).

PROMISE OF PLAY - 22 min., colored, 16 mm. (Film report on physical education designed to involve even severely handicapped students in games and activities with peers). Available from Bradley Wright Films, 309 North Duane Avenue, San Gabriel, Cal. 91775 (Rental $25.00).

AS A BLIND PERSON - 28 min., color, 16 mm. "As A Blind Person ..." is a pentrating film study of how a blind person can function in what many consider a difficult job even for those with sight. Bill Schmidt tells the story of his life, how he was born blind, how he developed an interest in teaching, and the difficulties he had in convincing many people that he could do the job of a teacher and later that of a principal. Available from Public Education Division, American Foundation for the Blind, 15 West 16th Street, NYC 10011 $25.00 a day rental.

DAVE CAN DRIVE - 16 mm and cassette record, ? 10 min., Driver Ed. for the Handicapped, Dept. of Education, Montpelier, Tel. 828-3115 after 9/76.

FOR THOSE WHO TEACH - 15 min., Available from Vt. Epilepsy Assoc., 210 S. Main, Rutland Tel. 775-1686. Non-frightening movie on epilepsy for either students/teachers.

REACH INSIDE - LEARNING THROUGH MUSIC - 32 min., colored 16 mm. (Activities which can be used by any teacher regardless of musical ability, which assist in the growth of learning - disabled and educable retarded pupils). Available from Bradley Wright Films, 309 North Duane Ave., San Gabriel, Cal. 91775 (Rental $30.00).

GOOD PEOPLE - 30 min., colored, 16 mm. (Portrayal of handicapped adults and their adaptations to life and work). Available from the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

BALANCE SHEET - 22 min., colored, 16 mm. (Shows some of the myths and misconceptions that handicapped people encounter in employment.) Available from The Illinois Governor's Committee on Employment of the Handicapped, 188 West Randolph Street, Suite 2800, Chicago, Ill. 60601.

ASSESSMENT - 26 min., colored, 16 mm. (Shows how one state's Vocational Rehabilitation Service assesses the work potential of handicapped people.) Available from the Alabama Rehabilitation Media Service, 216 Petrie Hall, Auburn University, Auburn, Alabama 36380.

(For some movies listed above, and others as well, it is wise to contact:) The Governor's Committee on Employment of the Handicapped, c/o Office of Manpower Services, Heritage I, 81 River St., Montpelier, Vt. 05602. Tel. 828-2861. They may have a copy of the movie you want, or help you in finding it.

BREAKING THE SOUND BARRIER WITH NANETTE FABRAY - 28½ min., color, 16 mm., on communicative disorders. Primary purpose is to encourage high school and college students to enter careers in audiology, speech pathology, and education of the deaf. Distributed by Association films, Inc. 484 King Street, Littleton, Mass. 01460. or 600 Grand Avenue, Ridgefield, N.J. 07659 (Presented by Nat'l Assoc. for Hearing and Speech action) Rental fee $5.00 per day plus return postage.

QUADRIPLEGIA TRAINING FILMS (Driving, Dressing, Showering and Grooming, Bowel and Bladder Techniques). Excellent series of short color-sound, 16 min., films for severe disabilities (arms, legs, bowels, bladder) often resulting from car, motorcycle, diving accidents. Prepared under grant from U.S. Public Health Service. Short-term free rental can be arranged through the Media Resources Branch, National Medical Audiovisual Center (annex), Station K, Atlanta, Georgia 30324.

HOMEMAKER WITH UPPER EXTREMITY WEAKNESS - A color 16 mm. sound movie, depicting a college student using a wheelchair as he prepares a meal, eats it, gets about and drives. Financed by the CAMPBELL SOUP CO. where it might be located, or at the Institute of Rehabilitation Medicine, 400 East 34th Street, New York, N.Y. 10016 Room 232.

FILMS ON BUILDING CHARACTERISTICS WHICH PREVENT ACCESS and/or USE BY THE HANDICAPPED
(Check for rentals before assuming they are free; reserve well ahead of date needed.)

THE SUREST TEST of a civilization ... is to be found in its architecture. 10 min., colored - 16 mm. - Available from Governor's Committee on Employment of the Handicapped, Heritage I, 81 River St., Montpelier 05602 Tel. 828-2861.

ALL THINGS ON WHEELS AREN'T EQUAL - 14 min., colored, 16 mm. Available from Program for the Higher Education of the Disabled, Ofstra University, Hempstead, L.I., New York 11550.

BEATING THE AVERAGES - 30 min., colored, 16 mm. Available from Chief, Distribution Section, National A-V Center, Washington, D.C. 20419.

PLANNING FOR THE HANDICAPPED - 24 min., b/w, 16 mm. (Shows how buildings, streets, trains, buses can be changed to be made accessible for the handicapped.) Available from International Rehabilitation Film Library, 219 East 44th St., N.Y., N.Y. 10017

SOUND THE TRUMPETS - 22 min., colored, 16 mm. (Clothes are out of date but film clearly shows building barriers) available from Vt. Achievement Center, 88 Park St., Rutland, Vt. 05701.

HANDICAPPED ADULTS GAINFULLY EMPLOYED
IN VERMONT AND WILLING TO HELP SCHOOLS

NAME	HANDICAP	HOME ADDRESS & TELEPHONE NO.	WORK ADDRESS & TELEPHONE NO.	HOW THEY WILL HELP
BOTTOMLEY, MARY	Congenital	295 Maple St., Burlington 05401 Tel. 863-3077	UVM Burlington 05401 Tel. 656-2045	Meet with class in Career Ed. at Elementary or H.S. level
BOUCHARD, MARY JEANNE	Deaf	Union Block Apt. 20 Claremont, N.H. (Tel. parents in Rutland 773-8769)	N.H. Voc. Tech. College Claremont, N.H. 03743 Tel. 542-7744	Currently on Educational Leave. Excellent in teaching signing &describing problems of deaf. Time is limited.
CANDON, PATRICK & EVELYN	Congenital Polio	Plains Rd., Pittsford 05763 Tel. 483-6527		Pat in Legislature. Home week-ends only. Call to see how they can help.
COTY, MRS. MARGARET	Blind	7 Cr[illegible] St. Brattleboro 05301 Tel. 254-9677		Have 3 students come to learn how housekeeping & child care are managed.
DURGIN, RICK	Diving Accident (Quadriplegia)	55 Litchfield Ave. Rutland 05701 Tel. 775-5032	Office at Home Tel. 775-2564	Job & Building barriers will limit participation - call to learn how he can help.
GRASSADONIA, PETER	Muscular Deficiency	96 Pleasant Barre 05641 Tel. 524-2017	Gov. Comm. on Employment of Handicapped, 81 River St., Montpelier 05602 Tel. 828-2861	Meet with class in Career Ed. at Elementary or H.S. level.
HEALY, CHARLES	Amputee	37 Liberty St. Montpelier 05602	Veterans Employ. P.O. Box 603 Montpelier 05602 Tel. 229-0311	Write about his experiences in employment; talk to class re: architectural barriers.
HENAULT, SHARON RYAN (Mrs. Bernard R.)	Cerebral Palsy	Dogwood Glen Apts. Northfield, Vt. Tel. 485-7006	Has been with the Gov.'s Comm. on The Hand.&as an Aide Consultant with Voc. Rehab.	Time is limited but interest & experience with the handicapped is great.
MILES, EDWARD J.	Short leg brace & cane	50 Ledgemere St. Burlington 05401 Tel. 863-2774	UVM Dept. of Geography Burlington 05401	Talk with class, write experience in work, or have students video tape him at work.

HANDICAPPED ADULTS GAINFULLY EMPLOYED
IN VERMONT AND WILLING TO HELP SCHOOLS - CONCLUDED

NAME	HANDICAP	HOME ADDRESS & TELEPHONE NO.	WORK ADDRESS & TELEPHONE NO.	HOW THEY WILL HELP
NICHOLS, ALARIC	Blind	46 Chestnut St. Brattleboro 05301 Tel. 254-9554	H. Margolin Co. Canal St. Brattleboro 05301	Talk to group in evening; write up experience of 33 yrs.
NICHOLS, HAYDEN	Blind	18 So. Main St. Fair Haven 05743 Tel. 265-3460	Wilson's Photo Finishing Castleton Tel. 468-5661 (Between 12:30-1)	Meet with class, have 3 students observe him at work, write up experience, or be video taped at work.
PERRY, MRS. CYNTHIA	Visual	373 West Ave. Apt. 2-C W. Brattleboro 05301 Tel. 257-0457		Talk with class or write up work experiences.
SAGI, DAVID	Car Accident (Quadriplegia)	118 Woodstock Ave. Rutland 05701 Tel. 775-0088	Not working yet. Has to change vocations due to injury.	Demonstrate driving from an especially equipped van; describe the changes in his & his family's life following such an accident.
SONNEBORN, THOMAS	Deaf	Deborah Drive Rutland 05701 Tel. 775-1006	VAC 88 Park St. Rutland 05701	Meet with class, have 3 students observe him at work, write up experiences, or be video taped at work.
VITAGLIANO, CHARLES	Blind	1599 North Ave. Burlington 05401 Tel. 863-6814	887 Pine St. Burlington 05401 Tel. 862-4183	Meet with class, have 3 students observe him at work, write up experiences, or be video taped at work.
WAKEFIELD, MARCIA	Speech & Language	14B South Main St. Rutland 05701 Tel. 775-3488	VAC 88 Park St. Rutland 05701	Meet with class in Career Ed., write up experiences, or be video taped at work.

DISTRIBUTION LIST FOR PROJECT'S BOOKLET "BUILDING NEEDS FOR THE HANDICAPPED"

WITHIN VERMONT

Office of Governor of State of Vermont
Architect, State Department of Education
Department of Labor and Industry
Commissioner of Education
Commissioner of Health
Handicapped Children's Services, Vermont Department of Health
Child Development Clinic, Vermont Dept. of Health
Secretary, Agency of Human Services
Vocational Rehabilitation Division (main & district offices)
Division of Special Education & Pupil Personnel Services
Division of Vocational-Technical Education
Area Vocational-Technical Centers
Governor's Committee on Employment of the Handicapped
Governor's Committee on Children and Youth
Vermont Epilepsy Association
Vermont Association for the Blind
Vermont Multiple Sclerosis Association
Vermont Lung Association
Vermont Heart Association
Vermont Muscular Dystrophy Association
All registered Architects
All registered Orthopedic Surgeons
All Superintendents of Schools
Pupil Personnel Directors
Guidance Directors (Elementary & Secondary)
Title III State Office
Title III Project Committee
Area Home Health Care Services

COLLEGES

University of Vermont (24 copies)
College of Medicine Library
School of Allied Health Sciences
College of Education and Social Services
Special Education
Office of Architectural Barriers
Lyndon State College
Castleton State College
Johnson State College
Vermont Technical College
Vermont Community College
Trinity College
College of St. Joseph the Provider
Norwich University

AGENCIES SERVING THE HANDICAPPED

Area Mental Health Services
Brandon Training School
Waterbury State Hospital
Brattleboro Retreat
Department of Rehabilitation Medicine, Medical Center Hospital, Burlington
Winston Prouty Center for Child Development - Brattleboro
Austine School - Brattleboro
Vermont Achievement Center - Rutland
Ira Allen Early Essential Education, Burlington
Area Hospitals (Administrators & Physical Therapy Dept.)

OUTSIDE OF VERMONT

Health, Education & Welfare - Bureau of Education for the Handicapped
National Advisory Council on Supplementary Centers and Services (425 13th N.W. Washington 20004)
To all 50 state offices - Title III, Special Education, Vocational Rehabilitation, Governor's Committee on Employment of the Handicapped
National Easter Seal Society for Crippled Children & Adults (2023 W. Ogden, Chicago 60612)
The American Institute of Architects - (1735 New York Ave. N.W. Washington 20036)
Albany New York Junior League
Vice President of Facilities, University of Houston
State University Construction Fund, Albany
Northeast Learning Resource System, Hightstown, N.J.

PURCHASED FROM THE PROJECT

UVM Architectural Barriers Control (12 copies)
Vt. Chapter of the American Institute of Architects (2)
University of Nebraska
Irwin Joseph Hirsch & Assoc.,Inc. Architects, Mass.
State of Mississippi Dept. of Mental Health
University of Wisconsin at Madison
National Multiple Sclerosis Society
Architectural Surfaces, Long Island
Iowa Governor's Comm. on Employ. of the Handicapped
Assumption College, Worcester
Alexander & Truex, Architects,Burlington
State of N.Y. Upstate Medical Center, Syracuse
Protestant Guild for the Blind, Watertown, Mass.
Human Resources Ctr.,Albertson, N.Y.
University of Texas at Austin
United Cerebral Palsy of Illinois
Battelle Columbus Laboratories, Ohio

SUGGESTIONS/ ADDITIONS TO "BUILDING NEEDS FOR THE HANDICAPPED"

"BUILDING NEEDS FOR THE HANDICAPPED" HAD ITS FINAL DISTRIBUTION IN JANUARY 1976. THERE ARE A FEW COPIES WHICH CAN BE SECURED UPON WRITTEN REQUEST AS FOLLOWS:

DURING SEPTEMBER & OCTOBER 1976
Vocationally Oriented School Planning
for the Handicapped
188 North Main Street
Rutland, Vermont 05701

AFTER NOVEMBER 1, 1976
Vocationally Oriented School Planning
for the Handicapped
Office of Federal Programs
State Department of Education
Montpelier, Vermont 05602

Since the printing of this Manual the following additional suggestions have been made by a number of sources:

GRAB BARS - Grab bars pictured in pictures 59a, 59b, and 59c are less likely to present potential hazard (catching clothes, etc.) if made so the ends return to the wall.

RAILING END - The extension to the railing, needed to assist a crutch walker to get up or down the first step and pictured in 21c, should be curled under for safety as indicated in Building Need #19.

REFRIGERATOR HANDLE - The open type, rather than the lever type, is easier to open.

STRIPS OF ELECTRIC OUTLETS WITH SWITCH CONTROL - Easier to use for kitchen appliances than single outlet for plug.

COUNTER DEPTH - A kitchen or work bench counter, 18" deep, rather than the usual 24" allows easier reach for the wheel chair user.

PEG BOARD & RIGHT ANGLE HOOKS ON WALL AT RIGHT ANGLE TO COUNTER - Permits wheel chair user to hang kitchen implements and/or workshop tools to replace drawers which are more awkward for frequently used ones.

FAUCET LEVER - Preferable to knob handle for people with hand/arm control handicaps.

SQUARE WASTE BASKET WITH HANDLE - Easier to handle, less likely to roll away if tipped and can be lined with plastic bag for quick removal of contents.

SPRAY HOSE IN SINK - Avoids needless lifting of pans, dishes, cutlery.

EMPTY COUNTER BY REFRIGERATOR - Facilitates loading/unloading refrigerator.

CUTTING BOARD WITH SUCTION CUPS AND BUILT UP EDGES ON 2-3 SIDES - Prevents movements and spills.

HEAT RESISTANT HANDLES - Good for any; essential if sensation is impaired.

LEMON JUICE ON HANDS FOR CALLOUSES - Helps hand callouses of crutch or wheel chair users.

ELECTRIC CAN OPENER - Makes opening cans easier, especially the initial cut.

WALL OR UNDER CUPBOARD MOUNTED JAR OPENER (Proper height) - To open screw jar tops.

RUBBER BANDS AROUND HANDLES OF PANS/KITCHEN EQUIPMENT - Prevents slipping.

WETTING FINGERS - Helps pick up hard to grasp objects and especially paper.

IT HAS BEEN ESTIMATED THAT BUILDING BARRIERS LIMIT ACCESS TO OR USE OF BUILDINGS FOR 20,000,000 HANDICAPPED AND AGED AMERICANS.

A SCHOOL/COMMUNITY APPROACH TO CREATING A BARRIER-FREE ENVIRONMENT
IMPLEMENTATION OF COMPANION PROJECT MANUAL
"BUILDING NEEDS FOR THE HANDICAPPED"*
(based upon Rutland City schools and "Access Rutland" surveys)

Your school or school system can be viewed as a microcosm of the local community; accordingly, the organization of a school survey for accessibility and functional use of facilities by the handicapped can be structured similar to that of a community survey. You will need to consider four basic procedural steps to effectively and efficiently conduct a survey of facilities:

1) The creation of an energetic local task force and architectural barriers committee to a) enlighten community leaders and citizenry to the need for elimination of barriers, b) maintain continuing public dialogue and c) implement committee findings through organization and oversight of specific projects to remove architectural and transportation barriers.

2) The actual community and/or school building survey (described below).

3) The systematic method of contact and follow-up through a community watchdog program.

4) The emphasis on awareness of and participation in relevant legal action to ensure adherence to judicial decisions and enforcement of statutory provisions.

Each of these procedural steps can be <u>local policy</u> if there is real concern for the needs of the handicapped. Each step will be considered with a suggested format for implementation. If you are contemplating any of the activities described below, you are encouraged to contact David S. Wolk, 5 Court Street, Rutland, Vt. 05701, for assistance by telephone and/or mail. In case he is not available contact Emily B. Sheldon, 188 North Main Street, Rutland, 773-7867.

1. THE LOCAL COMMITTEE

The membership of a barrier-free environment task force might consist of two broad categories of individuals:

a) <u>The building industry and business community</u>: architects, contractors, engineers, business and industrial leaders, financiers, realtors, labor union officials, members of local housing authorities and local vocational school personnel. These persons are concerned with the practical aspects of a barrier-free environment.

b) <u>The educational community</u>: school personnel including university groups, clergy, librarians, members of the communication media, representatives of local planning commissions, voluntary health agencies, agencies of the handicapped and medical personnel. These persons are primarily concerned with the <u>rehabilitation</u> and <u>social</u> aspects of a barrier-free environment.

A Planning Committee should determine the composition of the entire task force and the format of the meetings. IT IS OF PARAMOUNT IMPORTANCE THAT HANDICAPPED AND ELDERLY INDIVIDUALS AND COMMUNITY LEADERS ARE ACTIVE PARTICIPANTS IN THE ENTIRE PLANNING AND IMPLEMENTATION PROCESS. A series of meetings to foster public awareness should be held by the committee. Endorsement should be secured from the Mayor and prominent public officials, a task force leader identified, invitations distributed, publicity developed, and final reports disseminated to all interested groups and individuals.

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* We are indebted to the American Institute of Architect's publication, "Into The Mainstream: A Syllabus For A Barrier-Free Environment", for assistance with implementation suggestions.

Meeting topics might include such practical aspects as employment of the handicapped, existing legislation and litigation, audio visual material and close examination of the BUILDING NEEDS FOR THE HANDICAPPED guidebook; and also related social questions such as;

a) What are the psychological, rehabilitative and social aspects of architectural barriers -- in education, employment, religious expression, participation in social, civic and cultural life of the community?

b) What new sets of attitudes must the community adopt in its approaches toward the handicapped?

c) How should we approach the problem in practice?

d) Who has responsibility for the elimination of barriers?

The Planning Committee might develop an ongoing program as a result of these public forums. Projects can be prioritized. (Those described in #'s 2, 3, 4 below are merely suggestions. You can select and adapt those which correspond to the energy and imagination of your committee.) As a nucleus of enthusiastic and influential members is developed and projects are designated, the process of recruitment of volunteers should be facilitated. USE THE MEDIA. Attempt to include representatives of local media on the Planning Committee. These leaders will be very helpful in promoting community education. Contact key people by letter or personal visit if time allows. If schedules do not permit even limited participation for some, secure endorsement of the Committee and its stated goals.

2. THE SURVEY

The basic needs for a school/community survey for a barrier-free environment include 1) a plan to cover publicity, selection of buildings, method of obtaining cooperation from building owners, assignment of volunteers, and editorial planning for any resulting publication; and 2) a survey form or questionnaire.

Building/facility selection may be classified as you wish; a suggested listing is provided below as a guide in planning for community surveys.

a) FINANCIAL/MANUFACTURERS, includes banks, credit bureaus, finance companies, and manufacturers.
b) CENTRAL AND DOWNTOWN PARKING, nearest or most convenient to buildings on your list.
c) HOUSES OF WORSHIP, includes at least one building in each major denomination, and more than one where members make up sizable percentages of the population.
d) CIVIC AND GOVERNMENT BUILDINGS, includes city hall, courthouse, post office, library, Federal buildings, state or local offices and agencies, such as Internal Revenue, Social Security, Employment Office.
e) EDUCATIONAL INSTITUTIONS, includes schools and colleges in each area of the community.
f) SHOPPING CENTERS, includes one in each general area of the community, depending upon the size and number of centers.
g) RETAIL/WHOLESALE STORES AND SERVICES, includes major department stores, and all appropriate stores and services needed by anyone.
h) HEALTH INSTITUTIONS, includes at least one general hospital and medical buildings, clinics and nursing homes as well as social security and welfare offices.
i) HOTELS, MOTELS, includes those where public meetings are held, with consideration of services, location and convenience.
j) MUSEUMS, includes art, historical and other museums.

k) OFFICE BUILDINGS, especially offices of professional services such as doctors, lawyers, dentists, insurance, architects, accountants, etc.
l) RESTAURANTS, emphasizing a representative sampling of expensive, moderate priced and inexpensive restaurants, including snack bars and delis.
m) THEATERS, includes movie houses as well as other auditoriums in the community used for dramatics, lectures, concerts.
n) RECREATIONAL FACILITIES AND PARKS, includes civic, high school, college stadia or field houses, public parks, YMCA, YWCA, community centers, fraternal organizations, societies, associations. Also commercial recreational facilities such as bowling alleys, ballrooms, marinas, etc.

Contact building owners by letter to get their cooperation. Include local endorsements, description of the need, task force findings and methods of publicity. Stress that only accessible facilities/buildings will be publicized -- and that it is the responsibility of each owner to determine his/her personal needs based upon factual information gleaned from the survey.

Organize volunteers in teams of two -- one measuring, the other recording information. Have follow-up teams monitor the findings. Surveying is a meticulous, sometimes tedious process -- and requires well-trained mature volunteers to do justice to the handicapped. A comprehensive orientation session is mandatory for an accurate survey. The process of surveying a building dependent on the type and size, might take as little as an hour to nearly a full day; three to five buildings/facilities per team is suggested, although this may vary according to personnel needs and time allocations. Volunteers should be specific and avoid generalized judgmental statements.

Well supervised students can be good surveyors if there is adequate leadership and direction. This type of project is well suited for internship experiences, provided there is demonstrated interest prior to participation; and it also provides an excellent activity for vocational school students in the building trades (i.e. graphic arts, cabinetmaking, carpentry, masonry, electricity, plumbing and heating) who are interested in alleviating architectural and transportation barriers in the school and community. Modifications can be identified and costs estimated by supervised vocational students in cooperation with school maintenance staff, municipal department of public works personnel and/or private contractors.

Editing the guide requires a positive approach with emphasis on good features. For example, state "three steps" instead of "no ramp". All information should be listed in the order a handicapped person would find useful when proceeding from parking facilities into and throughout the building.

Decisions on format, quality, financing and distribution of a guide can vary widely. Detailed information on those aspects are available from the National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Ave., Chicago, Illinois 60612, or from David Wolk, 5 Court Street, Rutland, Vt. 05701 or Emily B. Sheldon, 188 N. Main St., Rutland, Vt. 05701.

The survey form or questionnaire is vital to the development of a guide or a compliance report. The National Easter Seal Society has a comprehensive two page survey form with a one page instruction sheet available in quantities on request from the Society at the address above.

Another method is to reproduce appropriate sections of BUILDING NEEDS FOR THE HANDICAPPED (permission not necessary) as a check list for volunteers. Perhaps the ideal method is to use the entire document, together with cover flap indices and the suggested form below, as a guide in organizing information.

SURVEY FORM FOR "BUILDING NEEDS FOR THE HANDICAPPED" TO DETERMINE ACCESSIBILITY AND USABILITY OF ALL BUILDINGS AND FACILITIES.

YOUR NAME _____
DATE _____
BUILDING _____

TYPE OF MODIFICATIONS (IF BUILDING TRADE STUDENTS AND/OR VOCATIONAL-TECHNICAL CENTER USED.)
(CAB CABINETMAKING
(C & M CARPENTRY AND MASONRY
(ELE ELECTRICITY
(P & H PLUMBING AND HEATING

LOCATION	BLDG. NEED #	BARRIERS	POSSIBLE MODIF.	TYPE OF MOD.
1.				
2.				
3.				

Local input to the form is crucial so that committee members are comfortable with the evaluation of facilities. A useful basis for evaluating residential as well as other facilities will become available sometime in 1976 when the University of Syracuse completes its HUD-financed assignment to expand the present ANSI standard to include housing.

3. COMMUNITY WATCHDOG PROGRAM

Once a working barrier-free environment committee is established and a guide is prepared and published, a watchdog program might be formed. This involves a systematic method of contact and follow-up with building owners, architects and builders to plan for barrier-free buildings and renovations. From initial planning, through final drawings, through every part of construction.

An architect or builder member of your local committee might subscribe to the Dodge Reports, published daily by McGraw-Hill Information Systems, Inc., which contain descriptions of planned construction projects, plus name and address of the owner of the new building, the architect and the general contractor, if selected. Ask for permission to examine his/her copies. (In some states, such as New Jersey, the State Easter Seal Society prepares Dodge Report findings for its County Chairman.)

There should also be continuing cooperation with the local Building Inspector/ Commission and Planning Commission or local equivalents. Facilities at the planning stages are much more easily modified than existing structures. Maintain a close relationship with municipal officials.

As new or renovated buildings/facilities are identified early in the planning process, a volunteer from the watchdog team should make initial contact with the building owner, architect and contractors to provide assistance in barrier-free design. All communications should be handled with a great deal of tact. Supply information correctly and promptly; diplomatic follow-up is vital. Consider appropriate awards/ recognition to those that comply.

4. LEGAL ACTION

The information gleaned from the aforementioned activities can provide a basis for appropriate legal action. Efforts can be focussed on Congress and the State Legislature. For example, a total of 14 U.S. Senators have co-sponsored an amendment to the Tax Reform Act of 1976 to allow taxpayers to count as a deduction those expenses up to $25,000 incurred in the removal of architectural and transportation barriers from their facilities and vehicles. The amendment covers those facilities owned or leased by the taxpayer for use in connection with his/her trade or business. In 1977, the Vermont Legislature will consider far-reaching legislation to increase compliance with the strengthening of an Architectural Barriers Compliance Board. All across the country there is continuing legislation as well as litigation to guarantee the inalienable rights of the handicapped to freedom of choice regarding where they wish to work, play, study and live.

The handicapped themselves are at the cutting edge of reform. What is urgently needed is citizen action and informed enforcement of building codes. Further information relating to the evolving flurry of activity nationwide is available from the National Center for a Barrier-Free Environment, 8401 Connecticut Avenue, Washington, D.C. 20015.

TOM SULLIVAN, blind since birth, a sky diver, swimmer, wrestler, composer, pianist, singer, father of two and supporter of four, wrote in his book, If You Could See What I Hear:

"The handicapped person has to become the ultimate realist to know his skills and his potentials. If he fails, the community will say, 'Oh, that's just another handicapped person screwing it up. Isn't it too bad.' Those words, 'too bad,' are the most malicious and callous words ever uttered, even when spoken with love. We blind, we handicapped, have an inconvenience, often a great inconvenience, but this inconvenience doesn't have to be a weakness. It can be our strength and, paradoxically, it can give strength to others.

"It is not the world that has to adjust to us. It is we who have to adjust to the world. We are live, viable creatures. We are people. There is not one of us who cannot do some job and do it well. The hard task is to begin, but once you've made a start, keep going and your world will suddenly expand in excitement and challenge. You will astound and delight your families. You will elate yourselves. And once you have learned to walk, you can begin to run...."